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ABSTRACT

The participant material masters from 14 modules in the "Facilitator's Guide to Staff Training for the Rural America Series" have been compiled in this document, to facilitate duplication. Items of interest may be duplicated in quantity by a variety of methods requiring a minimum of time, effort, and expense. All pages have been perforated, and the masters are presented in the same order and with the same as in each module. The participant materials are an integral part of each module; they provide guidelines for participant activities and serve as a way of reinforcing key concepts in the planning, development, implementation, and evaluation of comprehensive career guidance programs. Included in the materials are checklists, guidelines, questionnaires, simulation exercises with discussion questions, matching exercises, outlines, case studies, worksheets, summaries, and evaluation sheets. (NEC)

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PARTICIPANT MATERIALS

Research and Development Series No. 149Q

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

PARTICIPANT MATERIALS
MODULES I—XIV

Cooperative Rural
Career Guidance
System

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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RC016408

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FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149Q

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

PARTICIPANT MATERIALS
MODULES I–XIV

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October, 1978

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, and Northern Michigan University, School of Education, Marquette, Michigan through two separate grants from the United States Office of Education, Bureau of Occupational and Adult Education, under Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Project Officer, David H. Pritchard

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16 volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series.* Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in state-wide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This volume of participant materials assists the facilitator by providing ease of duplication of participant materials for any type of staff development activity. Items of interest may be duplicated in quantity by a variety of methods thus requiring a minimum of time, effort, and expense. This volume contributes to the effective use of the entire *Guide.* Together with the rest of the *Guide*, it should prove to be a valuable asset to the staff development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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INTRODUCTION

The participant material masters from all of the modules in the *Facilitator's Guide to Staff Training in the Use of the Rural America Series* have been placed in this packet. This has been done to facilitate the duplication of masters. All pages of the packet have been perforated to enable the facilitator to easily duplicate the masters. The masters are in the order and are numbered as in each module.

The participant materials are an integral part of each module; they provide guidelines for participant activities and serve as a way of reinforcing key concepts in the planning, development, implementation and evaluation of comprehensive career guidance programs. The facilitator is strongly encouraged to take advantage of these aids in teaching others to use and understand the *Rural Americ Series*. They are an excellent complement to the other instructional techniques (lectures, group discussions, and so forth) contained in the modules of the *Facilitator's Guide*.

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CHILDHOOD CLUES TO RURAL "HALL OF FAMERS!"

CHILDHOOD CLUES TO RURAL "HALL OF FAMERS"

Directions: See how many of the "Hall of Farmers" you can identify by matching the pictures on pages I-27 and I-28, and cues below. All of these persons have lived during the 20th century.

Picture No. **Name**

A. ________ ______________________________

Born 1864 into slavery on a Missouri farm . . . left fatherless in infancy . . . adopted after the Civil War by former owners . . . worked in kitchen as a child because too frail to work in fields . . . loved to whittle wood and roam in the nearby forest . . . fond of playing with, drawing, and caring for plants . . . left home at 10 in search of education . . .

B. ________ ______________________________

Born 1930 on his grandparents' farm near a small Ohio town . . . a zealous Scout troop member . . . first airplane ride taken at 6 . . . built model airplanes at 9 . . . had pilot's license before getting a driver's license . . . played baritone in a jazz combo during school years . . .

C. ________ ______________________________

Born 1863 on a Michigan farm . . . attended school until 15 . . . fascinated by machinery as a child . . . dream was to make an engine to pull wagons and make farm work easier . . . job as youth repairing neighbors' clocks and watches . . . first job after school years was in a city machine shop . . .

D. ________ ______________________________

Born 1888 in a log cabin in Indian Territory (Oklahoma) . . . descendent of Patowatomi, Sac, and Fox Indians . . . lost brother at 8, mother at 12, and father at 16 . . . when unhappy at reservation school after brother's death, treked home 23 miles away twice in one day . . . went to Kansas school 250 miles away from home when still a child . . .

E. ________ ______________________________

Born 1880 on a farm on outskirts of Alabama community . . . became blind, deaf, and mute from illness at age of 19 months . . . learned first word at 6 . . . corresponded with the poet Whittier at 9, raised money at 11 for benefit of other blind children . . . first blind and deaf person ever to go to college . . . graduated *cum laude* from Radcliffe . . .

Picture No. **Name**

F. ________ ______________________________

Born 1927 in heart of Alabama black belt . . . father ran country store . . . had to walk 5 miles every day to go to one-room schoolhouse . . . during Depression was forced to contribute to family income by hoeing and picking cotton . . . resolved early to overcome adversity and seek treatment as an equal . . . attended Antioch College on scholarship . . . became disillusioned about teaching when forbidden to do practice teaching in college town's public schools . . .

G. ________ ______________________________

Born 1879 on ranch in Indian Territory (Oklahoma) . . . Cherokee ancestors on one side of family . . . found formal education confining from the start . . . for lack of public schools in Indian Territory, briefly attended girls' boarding school . . . gave up in 1898 at military school when about to be expelled . . . developed at age 7 considerable skill with lasso . . . lost mother at age 10 . . .

H. ________ ______________________________

Born 1935 in Kentucky . . . one of 8 brothers and sisters . . . lived in a tarpaper shack . . . joined in family songfests as a toddler . . . married at 14 . . . grandparent at 30 . . .

I. ________ ______________________________

Born 1924 on Georgia farm . . . served as school patrolperson . . . avid reader like mother—read *War and Peace* at 12 . . . showed business prowess at early age of 9 when saved enough money to purchase 5 bales of cotton which later were resold to purchase 5 houses for rental properties . . .

J. ________ ______________________________

Born 1927 of Mexican descent on small farm in Arizona . . . grew up in a series of labor camps where home was a shack . . . parents lost farm during Depression . . . by end of eighth grade had attended about 36 schools . . . with brother saved 18 pounds of tin foil from cigarette and gum wrappers to buy tennis shoes and two shirts . . .

K. ________ ______________________________

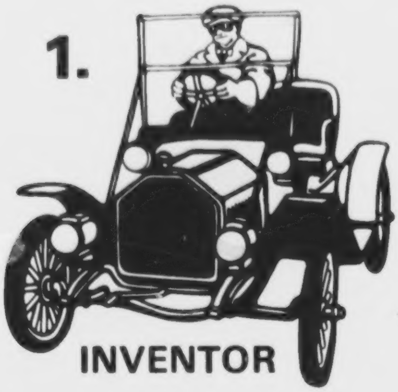
Born 1911 in Montana train station quarters . . . spent early years on farm . . . raced horse with Indians on open range . . . deeply impressed by World War I; corresponded with uncle fighting in Europe and read war accounts in the newspaper . . . went to a one-room schoolhouse . . . odd jobs as youth included helping a blacksmith turn the bellows . . . experienced 7 schools systems because of forced family moves . . .

Picture No. **Name**

L. ________ ______________________________

Born 1917 on Pennsylvania farm . . . was sickly as child . . . left school to study in father's studio . . . illustrated *The Merry Adventures of Robin Hood* at age of 12 . . . illustrated Rob White's *The Nub* at 14 . . . adept at drawing from memory . . . began exhibiting at 20 . . .

1.



INVENTOR

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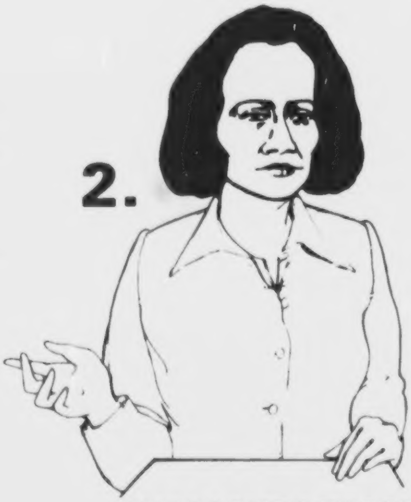

HUMANITARIAN

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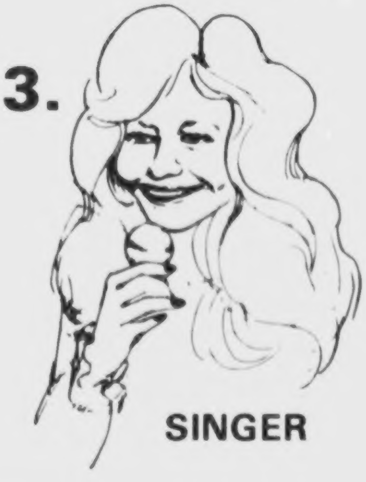

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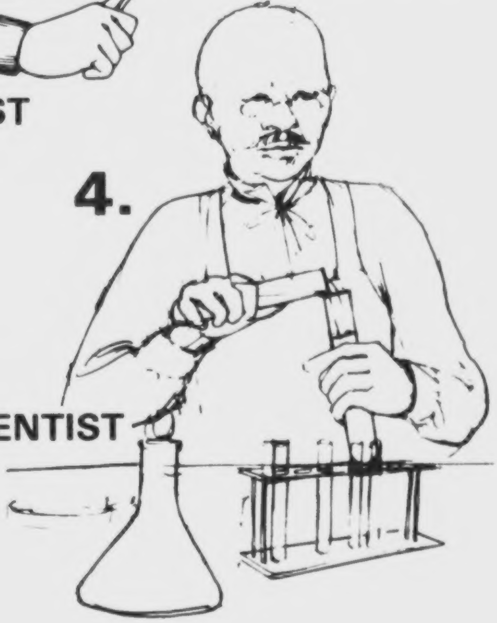

SCIENTIST

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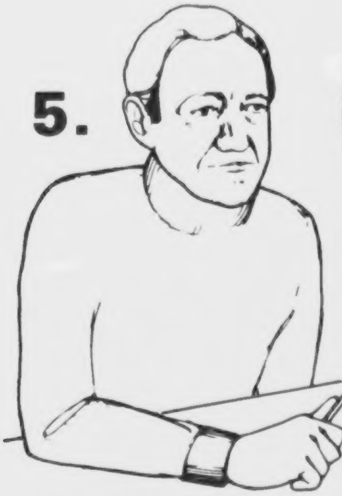

ARTIST

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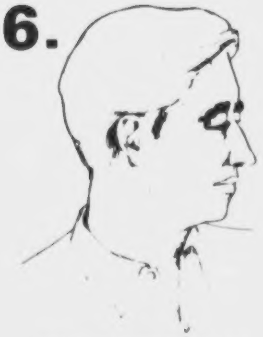

REFORMER

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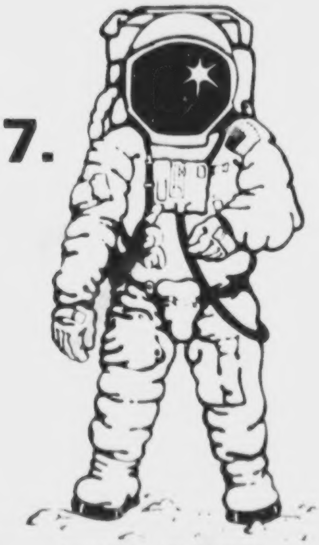
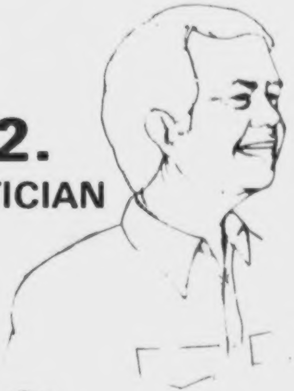


EXPLORER

12.

POLITICIAN



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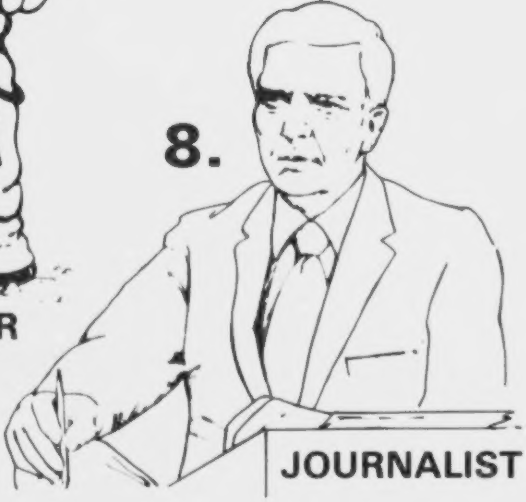
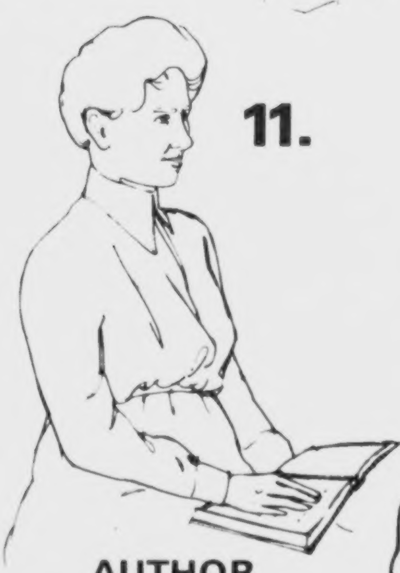


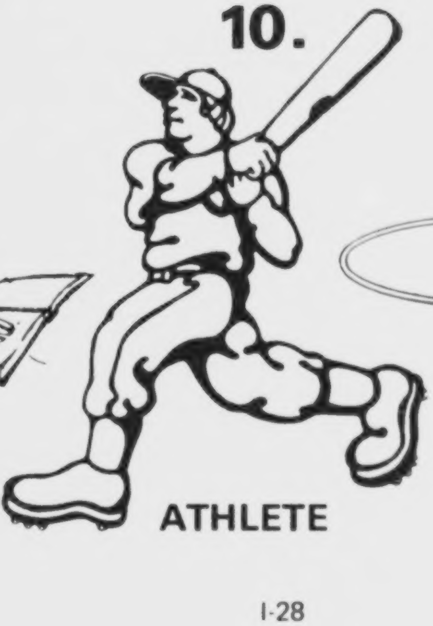
JOURNALIST

11.



AUTHOR

10.



ATHLETE

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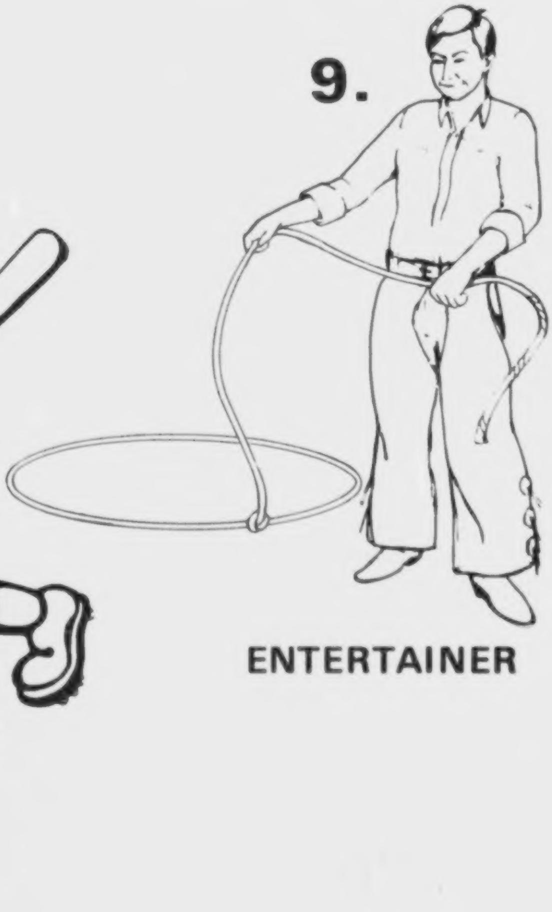
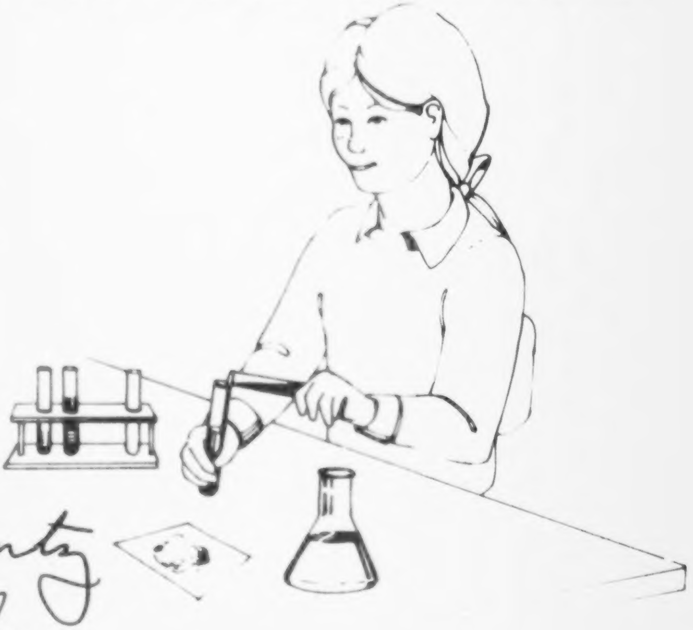


ENTERTAINER

RURAL CAREER GUIDANCE WORKSHOP

PROFILE No. 1



Sharon Koblentz
13 years old

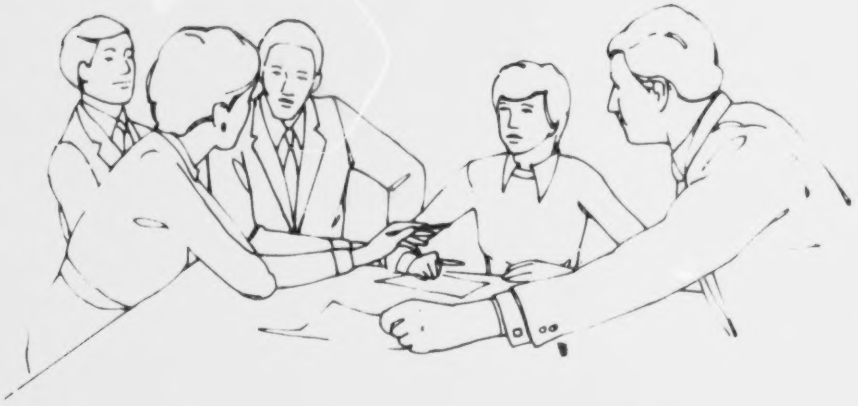
Who would have thought that the chemistry set Sharon got for her twelfth birthday last year would lead to this? Yet, here she was with her parents, waiting for the tour through the Exotique Perfume Factory to start.

Sharon was looking forward to seeing the perfume chemists at work. She was excited to read in the tour brochure that visitors would be able to observe employees at their jobs. Good thing that a guide would go along to answer questions. There was a lot to find out. What chemicals go into perfume? How is a new scent developed? Most important, how do you get to be a perfume chemist anyway? . . .

"Hey, Mom, how much longer before the tour?"

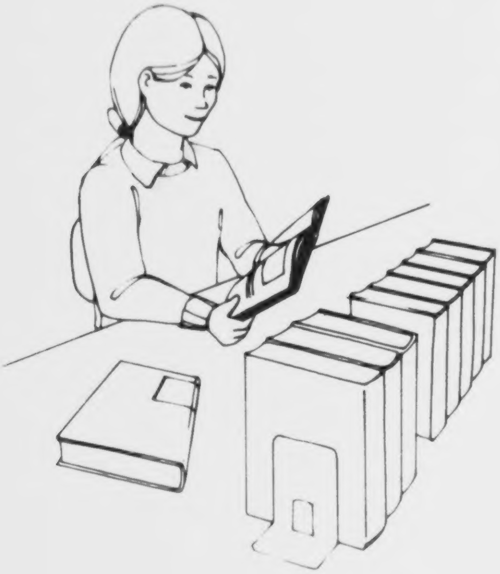
"Only 15 minues by my watch, dear."

Sharon's parents exchanged smiles. They sensed their daughter's anticipation. It made going to the last Huntsville PTA meeting seem worthwhile. That's where they had brainstormed with other junior high parents, teachers and the school counselor to find ways of helping children in Sharon's class prepare for high school. Many concerns had been raised. For one thing, to help students pick high school courses intelligently, they would need an awareness of many different occupations and an understanding of how school could help prepare for them. It wouldn't be easy. Huntsville was a small community nestled deep in the Blue Ridge mountains. Boonesboro, the nearest town, was 50 miles away.



That fact figured prominently in the PTA discussion. How could parents help their children get the exposure to occupations that was needed? By the end of the evening, Mr. and Mrs. Koblentz were in agreement. They would take advantage of family vacations and trips to Boonesboro by encouraging Sharon to help plan things to see and do. In addition to developing her knowledge about careers and positive attitude towards high school, this strategy of family decision making would provide an opportunity for Sharon to accept responsibility—another important aspect of preparing for high school.

At their suggestion, Sharon had written to the Boonesboro Chamber of Commerce. Their information about local industries made her curious about the Exotique Perfume Factory. Further investigation in the library's encyclopedia made her aware that chemists play a key role in the production process. The thought of mixing perfume appealed a lot to Sharon. She could spend hours running experiments with her chemistry set. But how would she like to do it for a course in school? That remained to be seen . . .

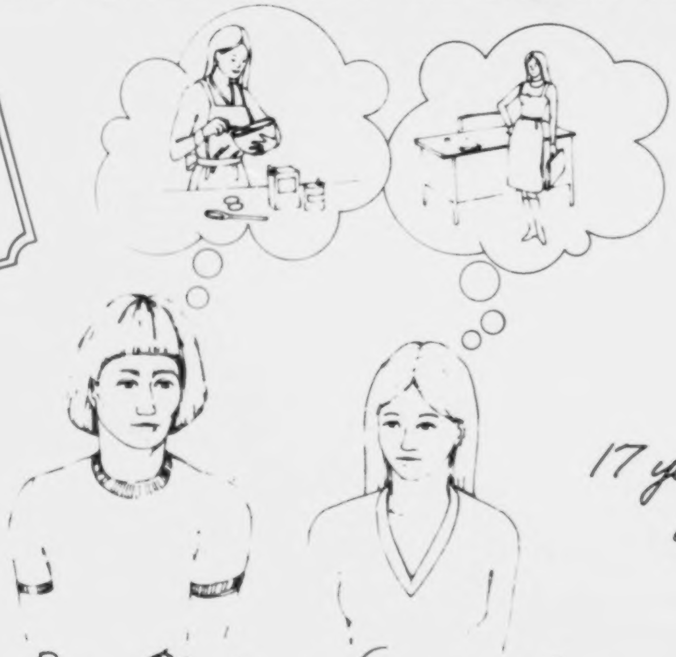


Discussion Questions

1. What is the student problem described in this case study?
2. What complicates solving the problem? That is, what special feature(s) of the Huntsville situation must be considered?
3. What special feature(s) of the Huntsville situation can help solve the problem?
4. What strategy is chosen to solve the problem?
5. Describe Sharon's possible future.
6. Does this case study remind you of your own community? Describe why it does or does not.
7. How adaptable is the chosen strategy for use in your own community?
8. What other alternative(s) can you think of that might help solve the problem?

RURAL CAREER GUIDANCE WORKSHOP

PROFILE No. 2



17 years old

Doug Cloud Wilma McGurdy

Roy Fairchild closed his guidance office door and began to hum a familiar tune as he headed for the parking lot. In truth, he had something to hum about. After careful planning and conferring with teachers, parents, and community leaders, he could see Valley View Local's career guidance program beginning to take shape.

Roy was particularly pleased with student interest in career guidance activities. A recent poll he'd taken in the small rural high school perhaps showed why. Many of Valley View's youth had very high career aspirations and expectations. It used to be that only boys felt this way. Now, with the advent of women's lib, some of the girls were also fantasizing and expressing ambitious career goals—goals that, if achieved, might put them in positions of considerable authority and influence.

CAREER
OPPORTUNITY

Therein lay a conflict that Roy had been wrestling with for several days. Take the group counseling with Doug Cloud and Wilma McGurdy, for example . . .

"One thing's for sure, Doug. You're not going to catch me washing diapers and cooking meals all day like my Mom. I'm going to get a job in Center City and make money—lots of it and . . .

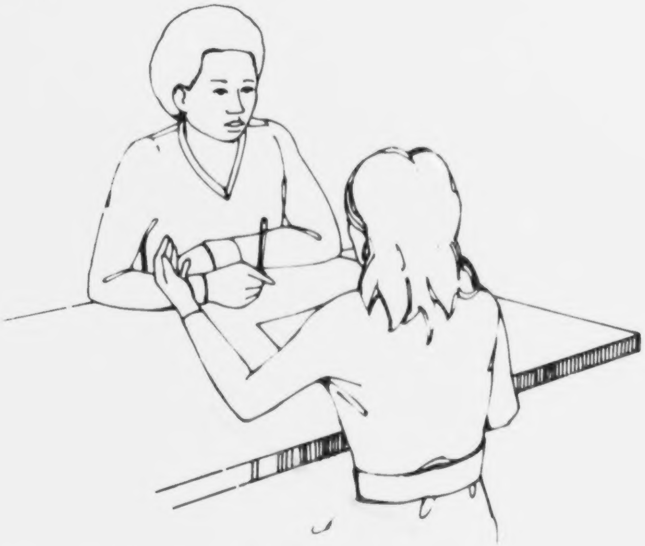
"Geez, Wilma, cut it out, will ya? What's happened to you anyway? . . . going on about women's lib and all."

"Oh, no, you don't, Doug Cloud! I've got just as much right to want a career as you."

"Well, my Dad says that females are better off married and staying home with the kids. He thinks they should let men run things, and I agree because . . ."

It struck Roy that Valley View boys like Doug, heading for a career in industry, needed to learn adaptability to working well with and for women. And, in turn, Valley View girls like Wilma, aspiring to a profession, needed to become sensitized to the tactful use of power so as not to offend others working with and for them.

Then today in the faculty lounge, listening to Fern Whipple describe her success with role playing in speech class, Roy had an inspiration. Why not have Doug and Wilma's group role play different work situations? One of the girls, for example, could interview a boy—say, who had just been fired—for a new job. Another boy and girl could plan how to do a task cooperatively. A third possibility would be to have a girl evaluate a boy's work. And, of course, all students could benefit from practicing how to give suggestions to a person who is their boss. Reversing roles could facilitate the use of peer counseling.

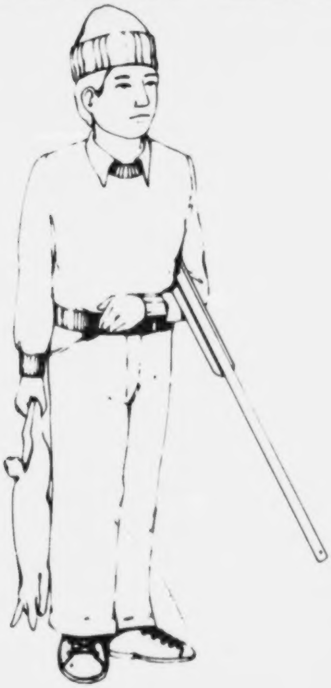


Well, tomorrow Roy would have a chance to try out this technique. Would Doug and Wilma learn something about themselves and grow in interpersonal skills? Roy hoped so . . . leading happy lives, let alone achieving their American dream, might depend on it.

Discussion Questions

1. What is the student problem described in this case study?
2. What complicates solving the problem? That is, what special feature(s) of the situation might be considered?
3. What special feature(s) of the situation can help solve the problem?
4. What strategy is chosen to solve the problem?
5. Describe Doug's and Wilma's possible future.
6. Does this case study remind you of your own community? Describe why it does or does not.
7. How adaptable is the chosen strategy for use in your own community?
8. What other alternative(s) can you think of that might help solve the problem?

RURAL CAREER GUIDANCE WORKSHOP



PROFILE
No. 3

Mike Harper
14 years old

It hadn't been easy getting to know Mike Harper. Marge Vitale took a personal interest in all her English students and generally had good rapport with them. But she couldn't get to first base with Mike. She'd smile and ask how he was when he entered her classroom. She'd also write encouraging comments on his themes. When she'd try to draw him out in class discussion, Mike's typical reaction was to shrug his shoulders and stare at the floor. Then came the assignment to keep a daily journal . . .

". . . We's poor, dirt poor. Ma sez we'll always be poor folks, now that the mining company's closed down and all's we got left to do with Pa gone is farm. Hate all that plowing, weeding, and feeding chickens. Couldn't hardly stand it but fer all the time off to shoot a few crows and hunt squirrel . . ."

". . . My mind's made up. I'm gonna quit school when I get to be 16. Heck, what's the use of trying to learn history or algebra? Expec I'll end up taking care of Ma's farm with my big brother. Nuthin much else fer me here in Taylor's Crossing . . . "

". . . Got me nuther war story today in the mail. Sure like to read about the Army in combat with the Nazis. Seems almost a miracle that Hitler didn't win! . . ."

Journal entries like these helped Marge Vitale piece together a picture of this husky boy with sad brown eyes. Perspective on Mike's aspirations, concerns, and interests was invaluable when it came time for the class's career exploration project. This project capitalized on senior citizen interest in kids. It called for each student to adopt for a month a "grandmother" or "grandfather" at the retirement village nearby. By spending time getting acquainted with these senior citizens and doing odd jobs for them, the students could develop helpful work attitudes and broaden their exposure to life role models. Mike's sense of career futility made him balk at first, but he agreed to participate in the project when Marge Vitale told him there was a retired soldier living at Fairhaven . . .

"I would've never guessed it, Mr. Witherspoon—that you used t'be a drill sergeant, I mean. In books and movies they're always big tough guys with lousy tempers. Why'd you leave the army to run a huntin' lodge?"

"Well, Mike, running a hunting lodge was something I decided as a kid I wanted to do. But since I was an orphan, I didn't have the money, so I joined the Army instead. Smart move too; saved up a nestegg and learned a lot about being in charge. After the war ended . . . "

Discussion Questions

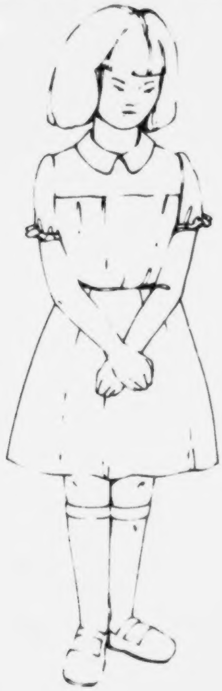
1. What is the student problem described in this case study?
2. What complicates solving the problem? That is, what special feature(s) of Mike's situation must be considered?
3. What special feature(s) of Taylor's Crossing life style contributes to solving the problem?
4. What strategy is chosen to solve the problem?
5. Describe Mike's possible future.

6. Does this case study remind you of your own community? Describe why it does or does not.

7. How adaptable is the chosen strategy for use in your own community?

8. What other alternative(s) can you think of that might help solve the problem?

RURAL CAREER GUIDANCE WORKSHOP



PROFILE No.4

Lanh Binh Thieu
9 years old

"Welcome to Fowler Elementary! I hope you'll be happy here," said Mrs. Mueller, the principal, extending her hand.

Having received a nod from her father, Lanh Binh Thieu stepped forward and murmured "Th-thank you" as she shook hands with Mrs. Mueller.

"Now then, Lanh Binh. It says here you're nine years old . . ."

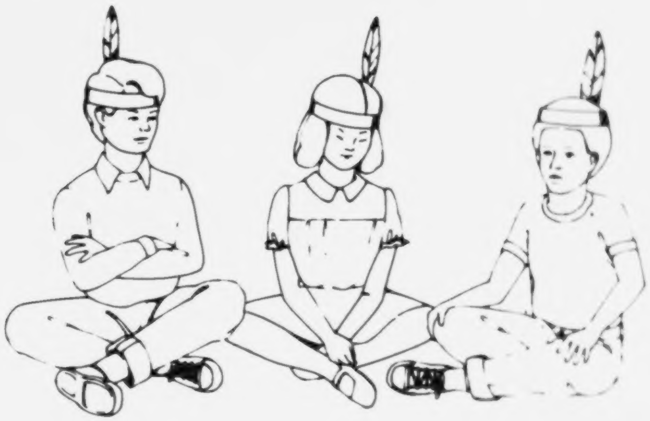
Fowler Elementary School didn't have a guidance counselor. The local township of mostly small truck farmers couldn't afford such a "frill." So when Mrs. Mueller had processed Lanh Binh's mid-year entry, she took the shy but attentive little girl by the hand and walked with her down the hall to Gil Sanchez's classroom.

Mrs. Mueller regretted that there was no special class to help Lanh Binh adjust to an American school. Fortunately, Gil Sanchez was a teacher who tried hard to address the individual development needs of students. His small class would help too . . .

"Here's what I've been able to find out, Gil. The Thieu family has just moved into the old Minoza farm—sponsored by St. Luke's Church. It's been hard to find a place where they could settle because the family is large. In addition to Lanh Binh and her parents, there are two cousins entering middle school, four brothers and an elderly grandmother at home—and another sister or brother on the way. Lanh Binh's father speaks English, but because of the limited exposure at the relocation camp, the children speak mostly Vietnamese."

"Guess I can handle that, Mrs. Mueller. I learned some good ways of dealing with language difficulties recently at an inservice program."

By involving his students in the effort to teach Lanh Binh English, Gil Sanchez sought to accomplish two things. First, he wanted Lanh Binh's English vocabulary to grow rapidly. In the process, he also hoped that students' curiosity about the young refugee would be transformed into acceptance. The plan was a good one, but for one problem. Lanh Binh lacked confidence in herself and seemed frightened by her classmates' eagerness to help. So Gil Sanchez decided it was time for Lanh Binh to be the subject of a Pow Wow. According to this class tradition, she would be observed all day by others in the class. Then, sitting in a circle with their Indian headbands in place, each classmate would have a chance to say something good about her. Finally, it would be Lanh Binh's turn to say what she liked best about herself.



". . . I like the way you listened when I talked to you," said Joanne.

"And I like the way you waited for your turn in the lunch line without shoving," chimed in Jimmy.

"Well, I feel you make our class special," exclaimed David.

"Yeah, Lanh Binh. It's a lot of fun to . . ."

Discussion Questions

1. What is the student problem described in this case study?
2. What complicates solving the problem? That is, what special feature(s) of Fowler Elementary School must be considered?
3. What special feature(s) of Fowler Elementary School can help solve the problem?
4. What strategy is chosen to solve the problem?
5. Describe Lanh Binh's possible future.
6. Does this case study remind you of your own community? Describe why it does or does not.
7. How adaptable is the chosen strategy for use in your own community?
8. What other alternative(s) can you think of that might help solve the problem?

RURAL CAREER GUIDANCE WORKSHOP

PROFILE No.5

Tom Sutherland
15 years old

Brookfield is a quiet community. Aside from a few gas stations, a McDonald's, and the new district vo-tech school, it hasn't changed much in fifty years. Most of the families have lived in Brookfield for several generations because of the conviction that it's a good place to raise children. Oh, from time to time Brookfield has a problem or two, but word spreads quickly, and . . .

"Principal's office. Paul Difford speaking."

"Hey, Paul. This is Karl Margolis. I just heard from one of my teachers about the Sutherland boy—a real shame."

"Sure is, Karl. Tom's such a fine lad. Well liked too. Doc Sutherland called me this afternoon when he found out. He's fit to be tied."

"How many students were involved?"

"We don't know yet. But even it it's only two or three, we need to get all the kids involved in something constructive so, unlike Tom, they won't feel like turning to drugs for excitement. Any suggestions?"

"Glad you asked, Paul. Vo-tech students in our Service Club were talking about projects the other day. The idea came up to go around to schools in the district and show their hobbies. They thought they might be able to help kids pick a hobby to pursue in leisure time. Who knows, a hobby might keep Tom Sutherland and kids like him from getting bored."

"Sounds great, Karl, but for one thing. How can we transport them to all the schools? As you well know, our buildings are sprawled out all over the place."

"Hm-m-m, you're right. Have to give it some thought. Tell you what, I'll get back to you. Where there's a will . . ."

Two weeks later an old school bus with a new psychedelic coat of paint was parked behind the Brookfield Local High School. A loudspeaker over its door broadcast current rock music. Inside, colorful tables and chairs, arranged for small groups, focused attention on several hobbies—macrame, model building, stamp collecting, glass cutting, needlepoint, and others. In one corner sat two chess players, each intent on protecting his kingdom . . .

"How long have you been playing chess, Jerry?"

"Several years now. Got my first chess set on my twelfth birthday, Tom."

"No kidding! Sure is fun. Reminds me of playing football; you really have to think ahead. Wonder if I could start a chess club here at school—what do you think? . . ."

Discussion Questions

1. What is the student problem described in this case study?

2. What complicates solving the problem? That is, what special feature(s) of Brookfield must be considered?

3. What special feature(s) of Brookfield can help solve the problem?

4. What strategy is chosen to solve the problem?

5. Describe Tom's possible future.
6. Does this case study remind you of your own community? Describe why it does or does not.
7. How adaptable is the chosen strategy for use in your own community?
8. What other alternative(s) can you think of that might help solve the problem?

RURAL AMERICA SERIES

Module Questionnaire: Understanding the Need

NAME (Optional)________________________________TITLE ____________________

INSTITUTION____

ADDRESS____________________________________TELEPHONE_______________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of factors affecting the career development of rural youth.	
1	2	3	4	Increased understanding of a theoretical model for life role development.	
1	2	3	4	Increased understanding of the *Rural America Series.*	
1	2	3	4	Developed skills in accessing materials in the *Rural America Series.*	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Picture Puzzle	
1	2	3	4	Profiles	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Planning Committee—A Must	II-28
Planning Committee Member Recommendation Form	II-29
Orientation Session Agenda	II-30
Coordinator's Checklist I	II-31
Program Planning Guide	II-34
How Can I Use the Planning and Implementation Guide?	II-35
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	II-37

PLANNING COMMITTEE–A MUST

General Guidelines for Planning Committee Member Selection

(p. 29, *Planning and Implementation* Handbook)

Committee Size:	Generally 5-8 individuals is a good working number
Committee Composition (potential):	counselors, teachers, students, parents, administrators, influential community members

Characteristics to Consider in Selection:

- interest in the program
- ability to generate enthusiasm
- willingness to serve on committee
- recognized leadership in the school and/or community
- ability to work effectively in a group situation
- time to devote to committee service
- ability to accomplish committee tasks
- ability to solve problems

PLANNING COMMITTEE MEMBER RECOMMENDATION

(p. 27, *Planning and Implementation* Handbook)

	Name	Agency	Position	Address	Phone Number
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

ORIENTATION SESSION AGENDA

AGENDA

Date ______________________________

Time ______________________________

Place ______________________________

1. Introduction of members
2. Rationale for career guidance programs
3. Background reading and additional sources of information
4. Roles and responsibilities of the Planning Committee and its members
5. Structure for subsequent meetings
6. Questions and concerns

(Refreshments should be available throughout the meeting)

COORDINATOR'S CHECKLIST I

Formation, Orientation, and Initial Activities of Planning Committee
(pp. 32-34, *Planning and Implementation* Handbook)

Developing Support System

1. Initiate contact with leaders of formal and informal groups within community through
    - personal contact
    - telephone
    - mail
2. Identify potential members/alternates for the Planning Committee who have indicated willingness to serve.
3. Obtain administrative approval for appointments of Planning Committee members.
4. Notify Planning Committee members of their selection.
5. Obtain written commitments from Planning Committee members.
6. Announce appointment of Planning Committee members through
    - local newspaper
    - radio
    - television
    - school newspaper
    - PTA
    - school board
    - staff
    - other

Arrangements for Planning Committee Meeting

1. Establish date and time for orientation session.
2. Select place for meeting:
    - member's home
    - bank meeting room
    - community center
    - school
    - church
3. Notify members of time, date and place:
    - postcard
    - telephone

Planning Orientation Session Program

1. Identify topics to be covered:
    - introductions
    - rationale for career guidance programs
    - overview of perceived local need for a career guidance program
    - background reading and additional sources of information
    - roles and responsibilities of the Planning Committee and its members
    - structure for subsequent meetings
    - questions and concerns
    - others
2. Determine format for orientation session:
    - group discussion
    - guest speaker(s) presentation
    - presentation by coordinator
    - media presentation
        - —video-tape
        - —slides
        - —films
        - —others
3. Prepare agenda:
    - order presentation
    - allot time for each activity
    - prepare a copy for each committee member
    - distribute prior to meeting
4. Identify necessary materials and make arrangements for having them available:
    - sufficient copies of materials to be distributed at meeting
    - slide/film projector
    - screen
    - video-tape machine
    - chalk, chalkboard
    - newsprint, easel, and marking pens
    - paper, pens
    - refreshments

Conduct Orientation Session

Review Unfinished Business

1. Prepare list of questions that were not answered during orientation session.
2. Note any agenda items that were not adequately covered.
3. Seek information necessary to respond to questions.

Initial Activities

1. Communicate program to public:
    - press releases
    - radio
    - television
    - student activities
    - school-sponsored activities
2. Schedule and plan public meeting:
    - time and date
    - agenda
    - roles and responsibilities
    - location
    - publicity
    - resource materials
    - equipment necessary
    - refreshments

PROGRAM PLANNING GUIDE

PROGRAM GOALS:

PROGRAM OBJECTIVES:

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish

HOW CAN I USE THE PLANNING AND IMPLEMENTATION GUIDE?

(NOTE: If you cannot find the answer by skimming the handbook, or the table of contents look through the appendices.)

Question	Location of Answer	Comments
1. Where does the handbook give me any clues or suggestions as to how I might write news releases publicizing the program?		
2. What kinds of qualifications should the leader of the committee responsible for developing behavioral objectives have?		
3. For what purposes is it necessary to establish evaluation guidelines?		
4. Where can I find an illustration of the planning-implementation cycle?		
5. Where does the handbook give any suggestions for activities that the planning committee might engage in after its first meeting?		
6. Communications were mentioned in the presentation, are there any examples of letter formats that could be used in communicating with committee members, parents, etc.? Where in handbook?		
7. Where can I find a brief synopsis of the planning process?		
8. Are there examples of completed program planning forms that the planning committee can utilize?		

Question	Location of Answer	Comments
9. Is there a list of hints that will help me in my role as program coordinator?		
10. What is meant by the phrase program support elements?		

RURAL AMERICA SERIES

Module Questionnaire: The Planning Process—Initial Planning

NAME (Optional) ____________________ TITLE ____________

INSTITUTION ____

ADDRESS ____________________ TELEPHONE ____________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the program planning process.	
1	2	3	4	Developed skills in identifying and obtaining the involvement of potential planning committee members.	
1	2	3	4	Increased understandings of the steps necessary for the initial organization of a planning committee.	
1	2	3	4	Developed skills in writing initial program plans.	
1	2	3	4	Increased understandings of how to use *Planning and Implementation.*	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Role Play Activities	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Planning Committee Assessment Checklist	III-26
Sample General Goal Valuation Questionnaire	III-29
Sample Subgoal Valuation Questionnaire	III-30
Sample Student Career Development Performance Questionnaire	III-31
Priorities Questionnaire	III-34
Module-Specific Evaluation Questionnaire (To be used only if this module is used independently)	III-35

PLANNING COMMITTEE ASSESSMENT CHECKLIST

1. Does your school (district) have a comprehensive career guidance and counseling program?

   Yes ☐ No ☐

2. What educational divisions does the program include? (check all that apply)

   K-3 ☐
   4-6 ☐
   7-9 ☐
   10-12 ☐
   13-14 ☐

3. Is there a plan for a comprehensive career guidance program?

   Yes ☐ No ☐

4. Does your program/plan have provisions for developing skills in

	Yes	No
self and interpersonal relations?	☐	☐
career planning and decision making?	☐	☐
life role assumption?	☐	☐

5. Does your program/plan have provisions for special populations?

   Yes ☐ No ☐

6. Are the following persons currently involved in the program? How many?

   Students ____________
   Parents ____________
   Counselors ____________
   Teachers ____________
   Administrators ____________
   Community Members ____________

7. Have teachers and/or counselors in your school (district) had training or experience in career guidance work? List names.

8. Is there a need to do in-service career guidance training for the following?

	Yes	No
Teachers	☐	☐
Counselors	☐	☐
Administrators	☐	☐
Others (Specify)		
	☐	☐
	☐	☐

9. Are there adequate physical facilities where career guidance activities could take place?

Yes ☐ No ☐

10 What do you feel is needed but not available?

11. What career guidance materials have been previously used?

12. What career guidance activities have you previously used?

13. Is there an appropriate individual in each school to coordinate career guidance activities?

Yes ☐ No ☐

Should there be?

Yes ☐ No ☐

14. What special strategies for career guidance are being used?

Career Day ☐

Career Guidance Resource Center ☐

Field Trips ☐

Placement ☐

Other ______________________________

____

____

15. If you were to implement a career guidance program in your school (district), which of the following are likely to be obstacles?

available staff ☐

financial resources ☐

counselor attitudes ☐

teacher attitudes ☐

administrator attitudes ☐

parent attitudes ☐

community attitudes ☐

SAMPLE GENERAL GOAL VALUATION QUESTIONNAIRE

Scale	1	2	3	4	5
	Not at all important		Of some importance		Very important

GOALS RATING

Students can

1. Assess the relationship of their interests, attitudes, values, abilities, and achievements to the development and realization of their career goals. ________

2. Use personal and social goals and values in their decision-making process. ________

3. Assess their personal skills, aptitudes, and qualifications in selecting and assuming career roles. ________

4. Appraise the variety, complexity, and availability of occupations in the world of work. ________

5. Evaluate the relationships of present and anticipated life roles to economic trends found in the community, state and nation. ________

6. Affirm the potential for expanding life role options as a result of effective decision making. ________

SAMPLE SUBGOAL VALUATION QUESTIONNAIRE

Scale	1	2	3	4	5
	Not at all important		Of some importance		Very important

SUBGOALS RATING

1. The student can identify values and interests. ________
2. The student can explain how values and interests influence career goals. ________
3. The student applies knowledge of self to career goal setting. ________
4. The student can describe personal and social goal awareness as a part of the career decision-making process. ________
5. The student can explain how goal setting affects the decision-making process. ________
6. The student evaluates career decisions based upon individual values. ________
7. The student can describe a number of occupational possibilities. ________
8. The student can evaluate occupational information resources. ________
9. The student demonstrates skills in investigating specific occupations. ________

SAMPLE STUDENT CAREER DEVELOPMENT PERFORMANCE QUESTIONNAIRE

Grade ______________

Date ______________

1. Describe the following list using v for value, i for interest, and n for neither.

______(a) left handedness

______(b) being independent of others

______(c) a hobby

______(d) things we believe in

______(e) a list of what's most important

______(f) enjoying an activity

2. If we know what a person's values and interest are we can

______(a) predict what job they should choose.

______(b) only guess about their job choice.

______(c) predict or list a group of possible occupations (jobs).

______(d) none of the above.

3. Which occupations would likely be selected by someone who strongly values protecting the natural environment?

______(a) law officer

______(b) city planner

______(c) marine biologist

______(d) auto mechanic

______(e) forest ranger

______(f) interior decorator

4. Rate the need for the following skills for each occupation:

Occupation	Skill	Used Much	Used Some	Used Little
(a) Newspaper Reporter	Reading	______	______	______
	Writing	______	______	______
	Speaking	______	______	______
	Listening	______	______	______
(b) Auto Mechanic	Reading	______	______	______
	Writing	______	______	______
	Speaking	______	______	______
	Listening	______	______	______

5. Standardized aptitude tests can best help students determine:

CHECK ALL CORRECT ANSWERS

______(a) Values

______(b) Difficulty of future activities

______(c) Interests

______(d) Personality

______(e) Skills

6. Each person, because of abilities and interests, is best suited for:

______(a) one job

______(b) most jobs

______(c) a group of jobs

______(d) any job of interest

7. The number of different occupations in the United States is:

______(a) Decreasing

______(b) About 5,000–10,000

______(c) About 10,000–15,000

______(d) More than 20,000

8. The best sources of information on general requirements for occupations are:

CHECK ONE

______(a) Classified ads

______(b) *Dictionary of Occupational Titles*

______(c) Friends and relatives

______(d) State employment services

9. The best sources of information on general (national) labor market trends are:

______(a) U.S. and State Civil Service Commission

______(b) *Dictionary of Occupational Titles*

______(c) Classified Newspaper Ads

______(d) *Occupational Outlook Handbook*

10. When we think of the ways in which we can live our lives, what are some of the choices we have?

CHECK ALL RIGHT ANSWERS

______(a) Friends

______(b) Kind of job

______(c) Changing jobs

______(d) Unpaid work

______(e) Community involvement

______(f) Church involvement

______(g) To get married or not

______(h) To have children or not

______(i) Hobbies and leisure time

______(j) To work or not

______(k) Political involvement

PRIORITIES QUESTIONNAIRE

Introduction

Several career guidance needs have been identified at our school following a survey of student achievement of important career guidance goals. We know that some changes should be made in our guidance programs to meet those needs. However, we do not know which of the needs should be met first. If you and others will answer this short questionnaire, we will be able to decide.

Instructions

Use this scale

1	2	3	4	5
Sometimes	Before Too Long	Pretty Soon	As Soon as Possible	Right Now

Example

Need *Rating*

1. Too many students are unable to list at least five skills they will need for employment. __________

If you think that this need should be addressed *right now*, you would put a *5* in the blank. If you think that the school should address the need *sometime*, you would put a *1* in the blank. If you think that the school should try to meet the need *pretty soon*, put a *3* in the blank. If *before too long*, put a *2*. If *as soon as possible*, put a *4*.

PRIORITIES QUESTIONNAIRE

Needs *Rating*

Too few students can

1.

2.

3.

RURAL AMERICA SERIES

Module Questionnaire: Needs Assessment

NAME (Optional) ______________________ TITLE ______________

INSTITUTION ____

ADDRESS ______________________ TELEPHONE ______________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the general process of needs assessment.	
1	2	3	4	Increased understanding of the seven steps in needs assessment.	
1	2	3	4	Increased understanding of the discrepancy model of needs assessment.	
1	2	3	4	Developed skills in conducting a local needs assessment procedure.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Behavioral Objectives—What's Wrong?	IV-22
Generating Behavioral Objectives	IV-23
Generating Program Objectives	IV-24
Criteria for Objectives	IV-25
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others.)	IV-26

BEHAVIORAL OBJECTIVES–WHAT'S WRONG?

Directions: If a component of a behavioral objective is missing from any of the following statements, identify it on the line to the right of the statement. If nothing is missing, place a ✓ on the line.

STATEMENT	PART MISSING
Given a series of five occupational clusters, students will list from memory two occupations that are in each cluster.	
Given a list of references, students will know the appropriate sources for finding job openings.	
Given job application forms, the students will fill them out correctly.	
Students will list school courses and community experiences that relate to the occupations. The list will be reviewed by a counselor.	
Given a list of 10 sources, students will identify those sources in which salary information can be found.	

GENERATING BEHAVIORAL OBJECTIVES

GOAL

Use skills necessary for securing, maintaining and/or advancing in various career pathways.

(Career Planning and Decision-Making Domain)

SUBGOAL

The student can identify career skills of entry, maintenance, and advancement.

BEHAVIORAL OBJECTIVE

A.

B.

C.

D.

SUBGOAL

The student explains occupational pathways.

BEHAVIORAL OBJECTIVE

A.

B.

C.

D.

SUBGOAL

The student evaluates the types of skills needed for life-long career development.

GENERATING PROGRAM OBJECTIVES

PROGRAM OBJECTIVE

A.

B.

C.

D.

GOAL

To assess the career development needs of students.

PROGRAM OBJECTIVE

A.

B.

C.

D.

SUGGESTIONS

To write program objectives think about the following kinds of ideas:

1. WHAT are the major steps required for accomplishing the goals?
2. WHEN or how often do they occur?
3. WHO is responsible for doing the activity?
4. WHAT EVIDENCE demonstrates that the activity was completed?

CRITERIA FOR OBJECTIVES

IS THE OBJECTIVE

1. Important?
2. Logically related to the goal and subgoal?
3. Clearly written? Does it communicate a common idea to everyone?
4. Written in the ABCD format?

RURAL AMERICA SERIES

Module Questionnaire: Behavioral and Program Objectives

NAME (Optional) ______________________ TITLE ______________

INSTITUTION ______________________________________

ADDRESS ______________________ TELEPHONE ____________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the need for behavioral and program objectives.	
1	2	3	4	Developed skills in writing behavioral objectives.	
1	2	3	4	Developed skills in writing program objectives.	
1	2	3	4	Developed skills in critiquing behavioral and program objectives.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				**Materials/Processes**	**Comments**
UNSUCCESSFUL	**SLIGHTLY**	**MODERATELY**	**VERY SUCCESSFUL**		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Staff Personal Data Survey	V-18
Assessing Resources	V-19
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	V-20

STAFF PERSONAL DATA SURVEY

Name ______________________ School ______________________ School Phone Number ______________

1. Is there a need to stay within your building? Yes ☐ No ☐

2. Please list on the table below your avocational interests and fields of study outside of your teaching field. For each item listed, complete the appropriate information.

Skills and interests (describe)	Are you able to participate as a human resource		Indicate grade level with which you could work						Indicate space required	Indicate size of group with which you could work	Indicate time limits
	Yes	No	K-3	4-6	7-9	10-12	13-14	All			

ASSESSING RESOURCES

1. Has your school district completed a local resource assessment similar to the one described during the past two years?

   Yes ☐ Answer questions 2 and 3 if your response to 1 was yes.

   No ☐ Answer question 4 if your response to 1 was no.

2. Explain how your procedures related to those described in the presentation.

3. What portions of a local resource assessment, as described, are missing from what has been done in your district?

4. How do you envision your district conducting a local resource assessment similar to the one described?

RURAL AMERICA SERIES

Module Questionnaire: Resources

NAME (Optional) ______________________ TITLE ______________

INSTITUTION ____

ADDRESS ______________________ TELEPHONE ______________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understandings of the role resources play in a career guidance program.	
1	2	3	4	Developed skills in identifying local resources.	
1	2	3	4	Developed skills in organizing and managing local resources.	
1	2	3	4	Increased understandings of how to use the three handbooks in the *Rural America Series* that deal with resources.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least*.

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Elements of an Implementation Outline	VI-22
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of other modules.)	VI-23

ELEMENTS OF AN IMPLEMENTATION OUTLINE

Title of Activity:

Description of Activity:

Career Development Goal:

Subgoal:

Behavioral Objectives:

Time Considerations:

Prerequisite Learnings:

Teacher/Counselor Activities:

Student Activities:

Resources:

Evaluation:

RURAL AMERICA SERIES

Module Questionnaire: Career Guidance Practices

NAME (Optional)______________________________TITLE ____________________

INSTITUTION ____

ADDRESS_____________________________________TELEPHONE_______________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the role the home, school and community can play in career development.	
1	2	3	4	Increased understanding of the career guidance practices available for school use.	
1	2	3	4	Increased understanding of the essential elements in a career guidance practice plan.	
1	2	3	4	Developed skills in writing career guidance practice plans.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
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1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
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1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Material	**Page(s)**
Case Study*	VII-24
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	VII-36

*This case study is also found on pages 155-161 of *Career Counseling in the Rural School.*

CASE STUDY

"GAIL"

Background

Gail transferred to Green Valley late in her freshman year. At that time the counselor met with her in order to attempt to assist her transition.

Counselor's impressions. When I first saw Gail she was dressed in a "frumpy" long dress. She was cute, pudgy, had a big smile and a bounce to her walk.

I tried to see if I could be of assistance to her but she laughed and said, "I don't think I need a 'shrink' yet—although I am a schizophrenic paranoid with a catatonic nature." I laughed and asked her if she knew what that meant. She did.

I tried to explain the developmental focus of the counseling program here, but she continued to insist she didn't need a "shrink." "I'll make it on my own, I always have."

We talked briefly about her course work. She was taking six credits at her former school and wanted to do the same here. Her grades or records hadn't been forwarded but she assured me laughingly, "I'm a genius so don't worry about it." So, I called one of the girls from class and asked her to show Gail around and usher her to classes.

Periodically I saw Gail in the hall. I'd ask her how things were going. Without exception she would respond, "Cool, cool—I still don't need a shrink."

Teacher Comments

Teachers were asked to comment briefly in writing about each student in their classes. The only instructions given were that they cite what they believed to be important and that they should not say anything they were not willing to say directly to the students or have interpreted to them.

French. Gail's a hard worker, quite and attentive. Through her hard work she does very well in French—a pleasure to have in class.

Geometry. Could be much better than she is. She seems bored. She seems to day dream a lot when lessons are explained. She has talent . . . if she'd use it.

Biology. Gail is one of the hardest workers in class. She is very exact in her work. Maybe too exact given the heavy load she carries. She should take time to have fun. She is very quiet and attentive.

English. Easily the most talented student I have had in some time. She has a marvelous vocabulary and writes extremely well. Sometimes her "street" talk turns me off. She also acts a little "stand-offish" at times and seems to be a leader of the "cut-ups." Perhaps she would benefit from independent study. She has a very "bubbly" personality.

World History. Gail is the top history student in class. She seems to excel with little effort. It also seems that she would like to get better acquainted with other class members, but doesn't know how. The "hip" talk and old fashioned dresses just don't seem to make it. Perhaps she tries too hard. To me she seems very likeable.

Home Economics. Gail does well enough in class but sometimes does not appear interested. When I talked to her about it she said, "I probably won't get married so I don't really need home ec." At other times she's just alive with enthusiasm.

Phys Ed. Gail is one who always shows improvement. She's a slow starter but always improves. Sometimes she seems shy. She should be more confident in herself though—this usually hinders her.

The above comments show both consistency and inconsistency. The counselor assumed that each of the teachers was a "good" teacher and planned to assist Gail to build on strengths and alleviate weaknesses. He was concerned that without further knowledge about Gail they might end up working at cross purposes. Therefore he provided them with additional information with which they could better assist Gail.

Self-Generated Data

Gail, like other students at the school, was asked to write a personal essay and fill out a biographical questionnaire each year. Both were designed to help the students think about themselves in ways which might be stimulating to them and at the same time provide staff with insights to better understand and assist them. The essay and questionnaire below were completed by Gail early in her sophomore year. Both are unedited.

SOPHOMORE ESSAY

Instructions

Everyone is affected by and has an effect upon his world. You have friends, and you are a member of a family, a school, a community, a nation, etc. All of these influence you, and you influence them. Try to identify and discuss the important influences on you, and try to identify ways in which you are influential. Include anything you feel is important.

I was born of a German set of parents. My mother is a paradox, rough and loving. Dad is all heart, tender, gentle, forebearing. My only sister is thirteen years older and looks something like Georgina—presently employed as full time mother and hobbiest. [Old world teachings predominate at home, ideas of etiquette, knowledge, religion and love are very tight.] [Mother has a thing about the Bogey man and doesn't trust me as much as I'd like—BUT. . .do I deserve to be trusted?—probably not as much as I'd like.]

I had a terrible crush on one of my teachers who treated me like a human being when no one else did—and who's also like my father (figure?). Anyway, before meeting this Dude I was something like this: 4'8", 150 lbs, dirty, sloppy, dressed like a fat scarecrow—only points in my favor were my grades and they were slipping—He encouraged and cajoled until I had to try to be better. My only regret is that in time I even had to lie to him.

Hail! a bout of petty and major deceit in every area you can name—that all ended when our Pastor found me crying in the choir loft after being kicked out of a class. He bound up some old wounds, and I began to make progress.

I'm spoiled by American affluence, money doesn't mean much to me in terms of myself but I find I sometimes judge other people by it, which is worse as far as I see it.

END OF ESSAY

SECOND YEAR INFORMATION

Name *Gail* Date *November 3, 197-*

Home Address ______ Grade *10* Birthdate *6/6*

Telephone ______

1. Is there any change in your family situation?

   NO

2. What courses are you taking this year? (List them and give best estimate of marks.)

French II	*A*	*English*	*A*
Geometry	*B+ –A*	*World History*	*A*
Biology	*A*	*Home Ec.*	*A*

3. How many study halls per week do you have? *0*

4. If you could spend all your time in one of your *current* subjects, which one would it be?

   World History

5. Why? *I am interested in people and their cultures; also their origins*

6. Second choice? *English*

7. Why? *I like language because it expresses the human soul.*

8. If one subject were to be dropped from your *current* high school program, which would it be?

   French II

9. Why? *Least necessary course and the easiest*

10. Second choice? *Geometry*

11. Why? *I need a science credit and it's BORING!*

12. Do you have enough time to complete your assignments in school? *Sometimes*

13. How much time, on the average, do you spend in doing school work each night?

    NONE

14. In what group activities—school, church, or community—do you participate?

    Chorus, choir, church

15. Any offices? *No*

16. What do you do when there is nothing that you *have* to do?

Clean house for my mother sometimes, more often I read.

17. Any activities in which you would like to participate but can't? *Swimming Team*

18. Why choose them? *I don't*

19. Why can't you participate? *FAT and . . .*

20. What courses are you planning to take your third year?

Latin I
U.S. History
Chemistry
Algebra II
Speech II

21. What courses during your fourth year?

Psych.
Prep. English
Latin II
Physics
Art
Trig

22. Is there any subject in particular you are looking forward to taking in your next years in school?

Speech II

23. Why? *I enjoy public speaking (I think)*

24. Who are your closest friends this year (circle 3 closest friends)?

Douglas *Marlene*

25. If I were to ask them what kind of a person you are, what do you think they would say?

Insane

26. What qualities would they like most about you?

Toss up—I'm great help on homework . . .

27. Is there anything about your health that keeps you from doing things you want to do?

Fat

28. If you have a part-time job, what do you actually do on the job?

29.	What occupation are you considering most as a career?	*Teaching*

30. Why are you considering it?

Many of the people I most admire are teachers, I like school and kids.

31.	What other occupations have you considered during this past year?	*Seminary*

32. What has your father said about your plans for your future?

"You'll change your mind a dozen times!" (I haven't for years)

33. What has your mother said about your plans for your future?

The same thing

34. If things worked out just the way you wanted, what would you like to be doing ten years from now?

Teaching speech-English and moonlighting as an ordained non-attached preacher of the Gospel.

35. If you had any three wishes, what would they be?

Peace of mind, courage, and degree

36. To whom have you gone when you wanted to talk over your plans and your problems?

No one!

37. Any comments or questions?

Great inquest

GAIL

HIGH SCHOOL READING LIST

Gail

Answer the following questions.

1. About how much time do you spend each week reading things you do not have to read as part of your school assignments? Check the appropriate blank.

   Hours 0 ____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____
   6 ____ 7 ____ 8 ____ 9 ____ 10 x 11 ____
   12 ____ More than 12 ____

2. What have the members of the school staff done to encourage your reading beyond required class work?

   Suggested good books used them as reference in class discussion.

3. What encouragement have you received in your home?

   Good books are a fixture. I was always allowed to read.

4. List below the magazines and newspapers you read most regularly.

   Banner Journal
   Milwaukee Journal
   Time
   McCalls

5. What section of the newspaper do you read first? *News headline, comics*

6. Then which sections do you read? *State news—home improvement*

7. What reading did you do during the past summer?

   Novels, fiction, French, theology, craft, algebra

8. List below the titles of the books you have read in the last two months.

   House of Seven Gables
   Moby Dick
   Gospel According to
   Too numerous to list

9. What do you like to read best? Be specific about the nonfiction and fiction areas you read.

   Nonfiction—Biographies

While the above provided the counselor with some added insights and perhaps by themselves could have helped teachers better understand Gail and her needs, he had a number of questions as well:

Inconsistencies

- No study halls, near straight A's, yet she said she did no homework.
- Gail referred to herself as fat, she wasn't, at most she's slightly plump
- Desire to be trusted at home but admission of deceit
- Her reports on courses in contrast to teachers

Issues teachers raised

- Shyness
- Acceptance by others

Consequently the counselor called Gail in for an interview. Below are excerpts from that interview:

Gail: Well she decided to talk to you this time. I found out you're not a shrink after all.

Counselor: (chuckling) You're afraid of shrinks but not me.

Gail: No not really . . . I mean I'm not afraid of shrinks or you either. But there are a few things I'd like to talk over.

Counselor: O.K.

Gail: Well . . . First, if I don't get out of jail I'm going to break out!

Counselor: JAIL . . .

Gail: Yeah. I just can't take sitting at home at night all the time while so much is happening. I'VE JUST GOT TO GET OUT.

Counselor: And your parents won't let you.

Gail: Right on. You'd think they think I'm going to run right out and sell my body.

Counselor: They don't trust you and you think they can . . . and should.

Gail: Oh . . . you did read my essay. Well that was really nothing . . . I was just trying it on for effect . . . being dramatic and kind of cryptic.

Counselor: So you can be trusted and you're not deceitful.

Gail: Oh sometimes I tell little white ones but yeah I can be trusted at least on major things . . . I do tell a few stories. But I've got a good imagination and I've got to do something. I'm tired of sitting and reading all the time . . . Sometimes I do tell a little white one to escape for a bit. You know, tell them that I'm going to help clean the church, when I'm not . . . but go for a walk and get back early.

(Gail and the counselor continue to talk about home and her desire to have the opportunity to go out at night. He offers to talk to her parents, she is at once both excited about the idea and seemingly somewhat apprehensive.)

* * * * *

Counselor: Then, they are very proud of your school work.

Gail: Oh yes, Maybe I've given you a jaundiced picture. They are very loving and proud. Neither is very educated but they are both very bright. They both read a lot. They talk things over with me a lot too. Their values are just different. They are not impressed with money or outward appearances. Nor frivolity. But they do care about people . . . and God. They are very religious, very moral, and I guess they want to make sure I stay that way . . . They really love me a lot. A lot of the things they believe in I hope I do too. I am pretty religious . . . But I would like to do some of the other things kids do. And maybe dress a little different so I don't look so fat.

Counselor: So you really love your parents a lot—you respect their views.

Gail: (interrupting) Yeah but I wish they would do the same—I mean—trust me a little and at the same time trust themselves.

Counselor: Trust themselves?

Gail: Yes, I'm part of them (parents) I share their (parents') values—at least most of the time. I try to do my best in school and I'm very faithful in my religion . . .

* * * * *

Counselor: You said on the questionnaire that you don't do any homework.

Gail: Oh . . . that was another of my white ones. On the average I do two or three hours a night . . . I was just trying to be a little mysterious . . . you know, one of the few ways I get recognition is by being a top student. But to get it you can't let the others know you're a grind. You know . . . I try to be cool about it.

Counselor: And you really like all your courses and do your best at each . . . even geometry?

Gail: Well I probably work hardest at geometry. I don't like it. I'm not good at it. So I pretend I could be if I wanted to.

* * * * *

Counselor: You know you're really not fat.

Gail: Just . . . well I'm not obese. But I'm not petite like my Mom and Sis. And I sure look fat in the clothes I have to wear . . . You know at home *they've always called me "chubby" or the German equivalent* . . . but you really don't think I'm fat?

Counselor: No—but I agree those dresses don't do anything for you.

Gail: You know, if they did let me wear other clothes I don't even know what would look right.

* * * * *

Gail: I would like to have a boyfriend. But I guess he'd get tired of sitting around my house . . . for that matter I'd like to have some close girl friends, too . . . You know—to talk some things over.

* * * * *

Counselor: Well, that about wraps it up. I'm going to make an appointment with your parents. And I'd like to talk a few things over with your pastor and some of the teachers. Maybe I can help. Anyway, we'll give it a try.

Gail: Thanks . . . uh . . . even if it doesn't work out, thanks for talking. Thanks for trying. (laughing) You're pretty nice for a shrink.

Parent Interview

The counselor called Gail's parents and made an appointment to meet with them in their home. They seemed somewhat surprised at the request but willingly consented.

Home Visit. The _______________ home was located at the outskirts of town. It had a very neat appearance—lawn obviously cared for, freshly painted, spacious but older. Inside the house was *spotless* if somewhat austere in furnishing. Book cases lined two walls in the living room. Outside of one picture of F.D.R. and one of J.F.K. all others were religious. Magazines were neatly stacked on two of the tables.

The counselor was greeted at the door by Gail. As soon as she introduced him to her parents she was excused to go to her room.

Gail's parents seemed somewhat ill at ease and concerned about the visit. *The counselor assured them that Gail was not in any trouble but that parental visits were included in the normal course of events as part of the guidance program.*

After the ice was broken the counselor encouraged them to talk about both Gail and themselves. The picture Gail had given of them appeared quite accurate. *Both were much older* than were the average parents of sophomores. Both were obviously proud of their daughter and extremely concerned about her welfare. Both were very concerned about what they termed the "religious and moral decline of America." Both were worried about Gail growing up in such a "crazy society with such mixed up priorities."

Later the counselor discussed Gail's desire for more freedom. They stated that there was a difference between freedom and license and that children Gail's age needed supervision. They further stated that many of the activities of youth in this culture were frivolous—that each person had a moral responsibility to fulfill his/her potential and games and parties did not contribute to that. *However, they did agree that religious and educational activities would be permissable if supervised.*

With as much tact as possible the counselor raised the issue of Gail's idea that she was fat. They chuckled, but agreed not to call her "chubby" any more. (They didn't realize that Gail didn't like it—to them it was a term of endearment.)

Clothes were also discussed. They stated, "Americans are overly concerned about outer appearance." They further stated that they would not waste God's resources on such frivolity. Gail's mother said she made Gail's clothes, "They are functional and decent." She did agree that Gail could make her own clothes as long as she wasn't extravagent and as long as they were modest.

The interview concluded with the parents thanking the counselor for his concern for their child's welfare. He left with the feeling the interview had gone well for Gail.

Have participants read *Plans for Action.*

The counselor carried through by coordinating efforts on Gail's behalf. The following activities followed.

Teachers. The counselor filled the teachers in on what he had learned. In turn he asked:

1. Would the English teacher encourage Gail to try out for the school play and for the school newspaper?
2. Would the history teacher who was also the debate coach encourage her participation in debate?
3. Would the home economics teacher help Gail select patterns appropriate to her physique which were also sufficiently modest? Also would she provide Gail with advice on grooming and dieting?
4. Would the phys. ed. teacher help Gail plan an exercise program?
5. Would one of the teachers be willing to start a literary discussion club and ask Gail to participate? (The librarian offered.)
6. Would all be sure to get Gail involved in class?

Community. (1) The counselor called Gail's pastor and asked about church youth activities and groups. He said several projects were in action. He also said he would talk to Gail and her parents about them.

(2) The counselor also called the woman in charge of the "candy stripers" and suggested Gail as a candidate. She also was most willing and said she'd be pleased to have Gail and would talk to her parents about the program.

Gail. The counselor called Gail in and told her what he had done. She acted very pleased but a little frightened. She assured him that her parents would not approve of all the activities but hoped they would some. She also said she hoped she could "do the job if I get the chance."

Conclusion Concerning Gail's Case

Gail's frustrations were not indicative of abnormality or abnormal adjustment. Yet if the actions taken had not occurred she may have experienced major difficulties. In this case the counselor moved into action—idiosyncratic action—in a pro-active, developmental and preventative manner. This, we believe, is what school counseling should be about.

RURAL AMERICA SERIES

Module Questionnaire: Counseling

NAME (Optional)______________________________ TITLE ____________________

INSTITUTION____

ADDRESS____________________________________ TELEPHONE _______________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of an individualized career counseling program.	
1	2	3	4	Developed skills in identifying factors affecting the five services in an individualized career counseling program.	
1	2	3	4	Developed skills in improving career counseling services and programs offered to students.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	Case Study Handout	
				Processes	
1	2	3	4	Lecture Presentations	
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1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least*.

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Developing Placement Plans	VIII-17
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	VIII-18

DEVELOPING PLACEMENT PLANS

Element No.

Applicability of Element Activities to Local Schools (check one)

High ☐ Medium ☐ Low ☐

Advantages of Element Activities

Disadvantages of Element Activities

Activities that are not applicable to local schools and reasons for their inapplicability (list main ones)

Activity	Reason

Five Most Cost-Effective First Steps

1.

2.

3.

4.

5.

RURAL AMERICA SERIES

Module Questionnaire: Placement

NAME (Optional) ______________________ TITLE ______________

INSTITUTION ____

ADDRESS ______________________ TELEPHONE ______________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the placement process.	
1	2	3	4	Increased understanding of the five basic elements of placement.	
1	2	3	4	Developed skills in placement program planning.	
1	2	3	4	Increased understanding of how to use the *Transitional Career Placement in the Rural Schools*.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

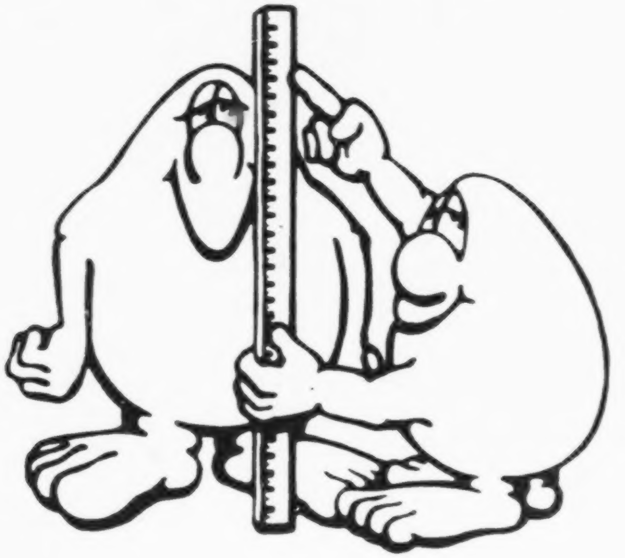
4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Staff Development: Doing the Job	IX-14
Staff Development: Techniques for Workers	IX-15
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	IX-17

STAFF DEVELOPMENT: DOING THE JOB



The term Staff Development presumes that *all* staff, not just faculty, can grow professionally by developing more positive attitudes, skills and understandings of the role of career guidance in the career development of all students. The following strategies can be useful in accomplishing total staff development, a basic support function of the career guidance program.

- Field trips to work sites
- Memos, house organs, newsletters, etc.
- Cooperative peer observation to develop positive attitudes
- Workshops, seminars, professional meetings
- Interaction with community members, e.g., committees, service clubs
- Continuing education
- Others

Sample Learning Activities

Brainstorming

In a brainstorming session, participants spontaneously express their thoughts about a specific problem. It is a let-yourself-go session that calls for ingenuity and creativity in seeking a solution to a problem. Brainstorming is used to elicit both numerous and novel ideas.

Case Study

The case study provides a description of a realistic situation that the workshop participants are encouraged to consider and for which they resolve probelms as if they were personally involved. There are numerous problem situations related to planning, implementing, and evaluating career guidance programs that can be presented to workshop participants.

Demonstrations

Demonstration is the procedure of doing something in the presence of workshop participants to show them how to do it themselves or to illustrate a point. The workshop leader should be sure that the demonstration meets a necessary instructional need. The effectiveness of this instructional technique depends on participants having a clear view of what is being presented.

Group Discussions

There are two basic types of group discussion—structured and unstructured. Structured group discussions adhere to a topic or a problem which participants want to decide, solve, or conclude. This type of discussion is generally directed by the workshop leader.

Unstructured discussion provides for informal group sessions that move freely and adjust to the expressed interests of participants.

In-Basket

This technique is used to develop decision-making skills which focus on participants' abilities to set priorities and carry out tasks. Workshop participants are asked to assume the roles and responsibilities of specific staff members. They are provided written information in memo form about a number of tasks that they must complete. Workshop participants must determine which tasks they would attend to and in what order.

Role Playing

Role playing is an instructional technique in which workshop participants assume roles other than their own. During the workshop, structured settings are described and participants have the opportunity to express feelings, work out problems, and experience other persons' roles.

Objectives of a role playing situation are to suggest alternative solutions to a problem, to gain an understanding of another's feelings, or to gain an experience in new situations. The situation should be clearly presented to workshop participants.

Simulation

A simulation is a representation of significant or central features of reality that requires workshop participants to become actively involved in an experience rather than merely witness it. Simulation is a broad term and includes many techniques such as in-basket, case study, and role playing.

Symposium

A symposium consists of a group of brief presentations on various aspects of a particular issue or problem. Generally, after the prepared presentations, speakers participate in a panel discussion and/or answer questions raised by workshop participants.

Lists similar to the one above, for other staff members are included in the *Staff Development Handbook*, pp. 43-51.

RURAL AMERICA SERIES

Module Questionnaire: Staff Development

NAME (Optional) ______________________________ TITLE ____________________

INSTITUTION ____

ADDRESS ______________________________________ TELEPHONE ________________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the term guidance staff.	
1	2	3	4	Increased understanding of types of staff development strategies.	
1	2	3	4	Increased understanding of workable staff development ideas.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

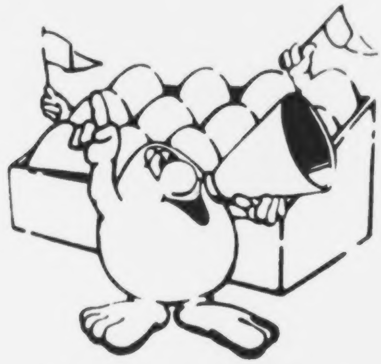
Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Material	**Page(s)**
School-Community Cooperation	X-14
Information of Public Importance	X-15
Public Service Radio or TV Announcement for WKORN AM and FM, and WKORN TV	X-16
News Release for the Green Valley Gazette	X-17
Module-Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	X-18

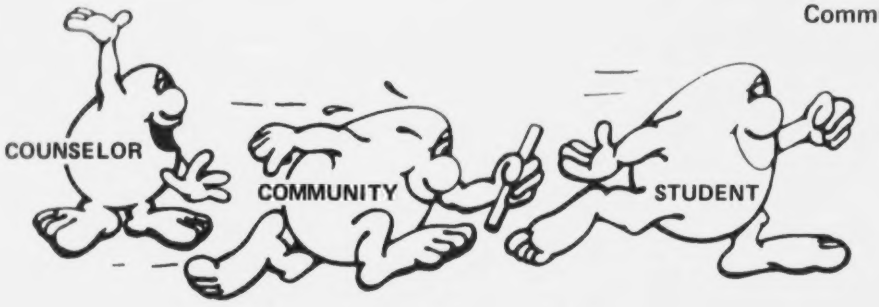
SCHOOL–COMMUNITY COOPERATION

Community Relations



This involves the ongoing process of communicating with the community to promote people's awareness of school programs, needs, accomplishments, and problems. The primary purpose of a community relations effort is to gain community support and understanding of the schools and their programs. A variety of strategies may be employed in this communication process. Student involvement, in any or all of these strategies, makes them more effective and contributes additional labor and talent. Ideally, the communications process would involve many strategies.

Community Involvement



This is a series of activities which brings community members and/or organizations into direct contact with the students and/or the school program. Community involvement aims at using personnel, facilities, or materials to accomplish a specific task or tasks. Often its purpose is to solve a problem not being considered. Other purposes are to broaden student experiences or to provide additional services to the schools and, ultimately, to the community through improved education.

INFORMATION OF IMPORTANCE TO PUBLIC

1. Accomplishments of Program	— staff — students — community	• News Releases • Radio, TV
2. Goals of Program		• Advisory Groups • Newsletters • Speakers: PTA—Service Groups • Personal Contact
3. Needs—funds, materials, human resources, involvement of community		• Surveys • Speakers • Personal Contact—Business, Labor, Industry • News Releases • Advisory Groups
4. Problems in Implementing Program		• Board and Administration Contacted by Facilitator • News Releases • Speakers
5. Progress Reports on Program—positive and negative		• Advisory Groups and Facilitator Report to Board, Administration, Staff and Public • Radio and TV Spots • Speakers: PTA, Service Groups, etc. • Newsletters • News Releases
6. Evaluation Results		• Advisory Groups and Facilitator • Periodic or Final Formal Reports to Board, Administration and Public • All of Above • Any Additional
7. Special Events		• News Releases • Radio, TV • Newsletters • Handbills • Speakers • Posters
8. Human Interest—student, staff, community member		• All of above

PUBLIC SERVICE RADIO OR TV ANNOUNCEMENT FOR WKORN AM AND FM, AND WKORN TV

ANNCR.: Your Green Valley School District is in its first year of a comprehensive Career Guidance Program. Are you aware of this? The students in Miss Sylvia Smith's tenth grade class are standing by at the Green Valley High School, phone 486-3655. Please call between 9:00 a.m. and 3:00 p.m. today if you are a community-minded person. These students, including John Corn, Jim Wheatfield, and Martha Vinel, are conducting a poll to try to make your schools a better place to learn. Career guidance is important. Your thoughts and ideas are needed, NOW. Call 486-3655. By answering the questions these students have to ask, you can help make our schools better.

When using the above example on television, one should consider having available for station use a 3" x 5" colored slide or other visual aids to illustrate the issue being presented.

Slide Example:

YOUR SCHOOL CARES

Green Valley students and educators are interested in your concerns and ideas on how education can better prepare its youth for their future roles in the community.

YOU CAN BRING ABOUT CHANGE

Please call 486-3655

NEWS RELEASE
FOR THE GREEN VALLEY GAZETTE

For Immediate Release

"Career Development Enters Second Year"

Green Valley School District has just completed a milestone in an exciting new aspect of education. Students in kindergarten through twelfth grades have gone a thousand places. They have heard 300 speakers. And these places are right here in the community. The speakers were you. Miss Martha Greenbottom's third grade class was all in attendance at the veterinary hospital last Tuesday and watched while Johnny Sweetcorn's pet pedigreed poodle gave birth to seven little pedigreed poodles. Silas Astronaut, one of the valley's largest farmers, visited the senior class last month, only twelve days after returning from the United States' first attempt to place a manned space vehicle on the planet Mars.

Are you aware of Green Valley School's program of Career Guidance? If you are not aware, would you like information? Would you be willing to participate in program development for the coming year? Green Valley is now asking for your help. In order to keep you better informed and to make next year more successful, call 486-3655 any evening this week. If you will leave your name and address, two or more members of the speech class will come to visit you at a convenient time to ask some questions which will assist your school in continuing with a bigger and better career guidance program in the school year 1977.

RURAL AMERICA SERIES

Module Questionnaire: Community Relations and Involvement

NAME (Optional) ______________________ TITLE ______________

INSTITUTION ______________________________________

ADDRESS ______________________ TELEPHONE ______________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the role of community relations and involvement for career guidance programs.	
1	2	3	4	Increased understanding of strategies for community relations and involvement.	
1	2	3	4	Increased skill in developing a communication strategy for a programmatic activity.	

2. **To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.**

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handouts	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Occupational Prestige Worksheet	XI-18
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	XI-19

OCCUPATIONAL PRESTIGE WORKSHEET

	A Own Perception	B Group Concensus	C Society	A-C	B-C
Garbage Collector					
Architect					
Minister					
Airline Pilot					
Electrician					
College Professor					
Waiter					
Plumber					
Banker					
Mail Carrier					
Newspaper Columnist					
Insurance Agent					
Physician					
Lawyer					
Nightclub Singer					
Public School Teacher					

RURAL AMERICA SERIES

Module Questionnaire: Community Perspectives toward Career Development

NAME (Optional) ____________________ TITLE ____________

INSTITUTION ________________________________

ADDRESS ____________________ TELEPHONE ____________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of how perception set affects attitudes.	
1	2	3	4	Increased understanding of the variety of strategies that can be used to modify attitudes.	
1	2	3	4	Developed skills in utilizing one small group technique of modifying attitudes.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Role Playing Activities (if applicable)	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*
Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Evaluation Quiz for the Rural America Series	XII-30
Evaluation of Phase (Blank Matrix)	XII-31
Staff Development Ideas	XII-32
Module-Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	XII-33

EVALUATION QUIZ
FOR THE RURAL AMERICA SERIES

Directions: Each of the following questions was selected to measure your understandings and perceptions of evaluation. Read each question carefully and then circle the letter of the statement that represents your answer to the question. After you have completed the quiz, the module leader will give you further instructions.

Evaluation Multiple Choice Quiz

1. Which of the following words or phrases best describes your first thought when you hear the word evaluation?

   a. Hooray
   b. O.K., already
   c. Ugh!
   d. Yuck!

2. How would you describe evaluation?

   a. Testing program.
   b. Something which I'll probably have to do.
   c. Someone rating or ranking you.
   d. All of the above.
   e. A valuable program and planning tool.

3. How would you characterize your abilities to conduct a program evaluation?

   a. It's difficult for me to do.
   b. I need a consultant.
   c. You've got to be kidding.
   d. Sometimes easy/sometimes difficult.

4. In your judgment, which animal or beast represents evaluation.

   a. Teddy bear (warm and cuddly)
   b. Kitty cat (fun but at times hard to understand)
   c. Fully scented skunk (self-explanatory)
   d. Ogre (self-explanatory)

EVALUATION OF PHASE ____________________

Evaluation Concern / Level	Who Is (Are) the Decision Makers?	What Questions or Concerns Do They Have?	How Can That Information Be Collected/Obtained?	How Should That Information Be Reported?

STAFF DEVELOPMENT IDEAS

Content Ideas for Career Guidance in Rural and Small Schools

- Forming active planning committees
- Needs assessment procedures
- Resource assessment procedures
- Developing behavioral objectives
- Planning procedures
- Curriculum ideas for the classroom
- Programs requiring community involvement
- Career resource centers
- Placement programs
- Community relations and program publicity
- Programs for parents
- Program evaluation
- Career guidance resources
- Cooperative agreements with business-industry-labor
- Rural community attitudes toward career development
- Research on career development

Inservice Techniques for Career Guidance in Rural and Small Schools

- Small group discussions
- Role playing
- Lecture
- Large group discussions
- Large group laboratories
- Simulation
- Independent study
- Brainstorming
- Demonstration
- Panel discussions
- Field visits
- Small group work-sessions

RURAL AMERICA SERIES

Module Questionnaire: Evaluation

NAME (Optional) ______________________ TITLE ______________

INSTITUTION ______________________________________

ADDRESS ______________________ TELEPHONE ______________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the nature of evaluative thought processes.	
1	2	3	4	Increased understanding of the differences between and similiarities of program planning and program implementation evaluation.	
1	2	3	4	Developed skills in the planning of evaluation activities.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*
Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Responsibilities and Qualifications of a Coordinator	XIII-24
Outline for a Comprehensive Cooperative Agreement	XIII-25
Sources and Kinds of Information for Evaluating Cooperative Agreements	XIII-27
Coordinator's Checklist for Community Cooperative Agreement Program Planning	XIII-28
Checklist for Recognizing and Neutralizing Hazards and Liabilities	XIII-29
Module-Specific Evaluation Questionnaire (To be used only if this module is used independently of others.)	XIII-30

RESPONSIBILITIES AND QUALIFICATIONS OF A COORDINATOR

1. Works closely with school staff and administration to determine needs of students and community for various cooperative agreements to enhance the career development of youth.

2. Works closely with school staff and administration to plan and implement cooperative relationships between schools and business, industry, labor, and governmental agencies, including other schools for the purpose of meeting career development needs of youth.

3. Arranges cooperative relationships with representatives of the external agencies listed above for the purpose of enhancing the career development of youth. Such cooperative relationships are based upon determined need.

   This includes holding both small and large group meetings of state, regional and local business, industry, labor and governmental groups to interpret school policies, school programs, student needs and problems relative to career guidance.

   This also includes negotiating, writing and implementing cooperative agreements with specific groups and individuals from the above populations. Particular attention is given to promoting the learning, career development, and safety of participants.

4. Interprets for school people current educational, skill and human resource needs of business, industry, and labor and assist educators at all levels in translating these needs into school program offerings.

5. Points out to labor leaders, business persons and industrialists possible tax deductions, credits and other benefits which they should investigate when providing volunteered services, money and equipment to schools.

6. Is familiar with public affairs or relations and marketing techniques in dealing with individuals, companies, nonprofit organizations, and the general public.

7. Serves as general liaison between the school and community relative to career guidance needs of students and the need for community involvement.

8. Arranges for and assists in at least annual program review and evaluation to be carried out by a disinterested third party or parties.

9. Discharges other duties as assigned by the school administration.

Desired Background of Coordinator

The individual should have experience in resource management as a leader or staff member of an educational institution or as a management person in business, industry, labor, or government. This person should demonstrate leadership qualities, and have a working knowledge of career development theory. This person should be comfortable in dealing with executives, understand industry, business and labor organizations and trade and professional associations and know what motivates these executives to become involved in public service. The individual should have had some experience in organizing such involvement and in writing news releases.

OUTLINE FOR A COMPREHENSIVE COOPERATIVE AGREEMENT

I. Need: ------------------------------ASSESSING NEEDS

  A. Based on:

    1. Needs Assessment
    2. Circumstances

  B. To solve what problem

II. Objectives: – Outcome Oriented ----------- DEVELOPING OBJECTIVES

  A. Behavioral in nature

  B. Implementation

    1. User priorities

      a. primary
      b. secondary

    2. Level at which the agreement is to be implemented

III. Linkages/Participants: --------------------ASSESSING RESOURCES

  A. School(s)

  B. Business, Industry, Labor, Community Organizations/Individuals

  C. Student(s)

IV. Scheduling: --------------------------DEVELOPING STRATEGIES AND PROGRAMMING

  A. Timing relative to priorities of:

    1. Users
    2. Business, Industry, Labor, Community Organizations/Individuals
    3. School schedule

  B. Timing relative to curriculum

  C. Constraints

V. Financial Provisions:-------------------- DEVELOPING STRATEGIES AND PROGRAMMING

  A. Purchase or rental

    1. Equipment
    2. Facilities

B. Pay

1. Students
2. Consultants or community representatives

C. Reimbursement

D. Insurance

VI. Making Agreements Official:————————————IMPLEMENTING

A. Formal—written

B. Informal—verbal

C. Approval(s)

VII. Provisions for Implementation, Follow-up and Change: ————————————IMPLEMENTING

A. Responsibilities

B. How evaluated

VIII. Evaluation: ————————————EVALUATING OUTCOMES

A. Formative

1. Who and what evaluated
2. When evaluated
3. How evaluated

B. Summative

1. Who and what evaluated
2. When evaluated
3. How evaluated

Sources and Kinds of Information for Evaluating Cooperative Agreements

Name ____

Name of Specific Activity

Sources of Information	Kind of Information	Use of Information from All Sources in Decision Making					Suggested Means of Evaluation by Sources
		Excellent (Keep as is)	Good (Needs Attention)	O.K. (Modify)	Needs extensive modification	Terminate	
I. Students	• Personal reactions to activity relative to present career goals • Suggestions for Improvement						• Questionnaires-Evaluation Form • Class Discussion • Spot Check Interview by Coordinator—Unstructured • Student Comments—Informal
II. Staff	• Judgments of value activity relative to curricular area • Judgments relative to Guidance Function • Suggestions for Improvement						• Questionnaires-Evaluation Forms • In-service Program Discussion • Structured Interview of each staff person • Personal Interaction • Records of subsequent use of cooperative agreements
III. Parents	• Personal Reaction to activity relative to Needs of Child • Suggestions for Improvement						• Informal follow-up • Personal interaction • Spot check phone interviews • PTA discussion
IV. Community Representatives and Organizations	• Personal Reaction to activity • Organization Reaction • Judgment of Value of activity to: –Organization and its Participant(s) –Students –School • Suggestions for Improvement						• Questionnaires-Evaluation Form • Structured Interview of each participant • Personal Interaction • Records of subsequent participation in program • Evidence of shifts in Emphasis/Participation
V. Coordinator	• Administer, Analyze, and Interpret Evaluation to: –Participants –Administration –Board of education –General public	Make recommendations relative to program maintenance, change, cancellation on the basis of the above inputs					• Record Information suggested above and use as many strategies suggested as feasible • Record reactions, comments, & suggestions from Sources I, II, III, IV to make recommendations concerning retention, change or cancellation of program and/or activities • Use results to analyze, interpret & make recommendations relative to programs and/or activities • Use of multiple means of evaluation is highly recommended

COORDINATOR'S CHECKLIST FOR COMMUNITY COOPERATIVE AGREEMENT PROGRAM PLANNING

1. Collect and organize materials related to career guidance designed to increase understanding of the program.

2. Identify methods for obtaining support for program development and implementation.

    Publicity contests
    Town meeting

3. Identify and implement a method of assessing student and/or adult career development needs.

    Person responsible
    Time allowed for completion
    Estimated cost

4. Develop career guidance program behavioral objectives.

    Person responsible
    Time allowed for completion
    Estimated cost

5. Identify available materials for implementing a comprehensive career guidance and counseling program.

    Person responsible
    Time allowed for completion
    Estimated cost

6. Identify possible barriers to program planning and delivery and consider methods of overcoming resistance.

    Informative strategies
    Persuasive strategies
    Coercive strategies

7. Outline management techniques to be used in implementing career guidance objectives.

    Planning forms and checklists
    Budget controls

8. Assign responsibilities for coordinating various program development procedures.

    Assessing needs
    Developing objectives
    Assessing resources
    Evaluating outcomes

9. Identify consultants required for assisting in program development and the length of time for which their assistance would be required.

10. Prepare budget for total program development and implementation.

11. Develop and implement evaluation procedures.

    Person(s) responsible
    Time allowed for completion
    Estimated cost

12. Prepare year-end report summarizing accomplishments and developing recommendations for future program development.

Checklist for Recognizing and Neutralizing Hazards and Liabilities

For: ______________________________

Title of Agreement

Hazard/Liability	Means of Neutralizing
Injury on site to individual students	☐ Require individual school insurance for student participants
	☐ Provide group liability insurance for school staff on and off school premises
	☐ Provide protective equipment, e.g., safety glasses, hard hat
	☐ Be certain that community agency has proper insurance for visitors
Injury in travel to individual/groups	☐ Require use of official school vehicles
	☐ Try to prevent use of parent car pools for transportation and require proof of proper insurance held by parents
	☐ Require parental permission for travel and site visitation and/or work experience
Violation of employee/union contracts	☐ Be certain that unions, etc., are aware of nature of cooperation and that contracts are not violated
	☐ Initiate personal contact with shop steward or other representative
Occupational Safety & Health Administration (OSHA) Law	☐ Provide or arrange for appropriate safety precautions/equipment
	☐ Understand applicable provisions of OSHA Law
Health hazards in some occupations	☐ Use speakers, movies and other presentations rather than direct experience
	☐ Use safety precautions provided for workers in field
	☐ Avoid direct contact
General	☐ Obtain legal view of agreements to be sure students, staff, community agencies and individuals are protected from hazards and/or liability
Additional (Specify)	☐ Action Taken:

Coordinator's Signature	**Community Representative's Signature**
Name of Coordinator (Typed or Printed)	**Name of Community Representative (Typed or Printed)**
(Date)	**(Date)**

RURAL AMERICA SERIES

Module Questionnaire: Cooperative Agreements with Business, Industry and Labor (BIL)

NAME (Optional) ____________________ TITLE ____________

INSTITUTION ____________________________________

ADDRESS ____________________ TELEPHONE ____________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the role of a coordinator of cooperative agreements.	
1	2	3	4	Increased understanding of the components of a cooperative agreement.	
1	2	3	4	Developed skills in writing cooperative agreements.	
1	2	3	4	Increased understanding of how to evaluate cooperative agreements.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				**Materials/Processes**	**Comments**
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most *Comments*

Liked Least *Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Interviewer's Script	XIV-26
Procedures Used in the Field Test	XIV-27
Case Study Review Questions	XIV-28
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of other modules)	XIV-29

INTERVIEWER'S SCRIPT

1. Hey, coordinator (names) can you tell us what happened when you planned that new career guidance program in your district? Let's be more specific, were you assigned your role or did you volunteer for it?
2. Did you have any reluctance to assume this role?
3. Were you the only coordinator for this program?
4. Could you tell me something about your planning committee such as who its members were, and how the committee functioned?
5. Was your committee advisory in nature or did they take a more active role in planning?
6. To what extent has the postsecondary institution been involved in this planning effort?
7. Very briefly describe your needs assessment process.
8. That's quite interesting. Could you briefly describe for me your resource assessment process?
9. Yes, I agree. Based upon all these planning activities have you been able to develop a program plan and implement program activities?
10. Yes, I do. Let me ask you one final question. What now is your overall perception of your involvement in the career guidance program?

PROCEDURES USED IN THE FIELD TEST

Number in ( ) indicates the number of sites using the procedure out of a total of nine sites.

Planning Process	Procedure(s) Used	Degree of Completeness
Needs Assessment	• Used series procedures and instruments basically as is (3). • Used series procedures and instruments but with modifications (2). • Used a mixture of series procedures and other instruments (2). • Relied on past data (1). • Used another procedure (1).	• Very complete through the measurement of student achievement and comparison to standards (7). • Limited student data but extensive community and staff input (1). • Brief summary of past efforts described (1).
Resource Assessment	• Used series procedures and instruments basically as is (2). • Used series procedures and instruments but with modifications (5). • Continued or expanded existing resource assessment (2).	• Full or partial resource catalogs or files developed including one computerized file (4). • Surveys in process or completed, but resource catalog not done (5).
Development of Objectives	• Developed by committee or through committee input (4). • Developed primarily by coordinator or very small committee (4). • Not completed (1).	• Fairly complete at end of field test (2). • In process at end of field test (6). • Not completed (1).
Development of the Program Plan*	• Developed through committee input and put together by coordinator (5). • Developed by committee and the coordinator (3). • Not completed (1).	• Program plan beyond initial stages (1). • Program plan in initial stages (7). • Not completed (1).

*In all cases National Center staff helped local sites to develop the final program plans.

CASE STUDY REVIEW QUESTIONS

1. What were the main events or occurrences during the field test?
2. To what extent did the planning committee play a major role in the planning process?
3. Who was involved in the planning committee? (school staff? community members? post-secondary representatives?) How often did the committee meet?
4. What procedures were used for conducting the needs assessment?
5. What procedures were used for conducting the resource assessment?
6. What aspects of career guidance does the program plan cover? How extensive is the plan?
7. What problems did the site encounter in planning?
8. What successes or unusual events occurred?
9. What recommendations do you have for improving the planning process at these sites?
10. How applicable is this case study to your district?

RURAL AMERICA SERIES

Module Questionnaire: Case Studies

NAME (Optional)______________________________ TITLE ____________________

INSTITUTION____

ADDRESS____________________________________ TELEPHONE________________

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increase understanding of how rural and small school sites planned career guidance programs.	
1	2	3	4	Develop skills in seeing alternative ways of planning career guidance programs.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparency	
1	2	3	4	Handouts	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF PARTICIPANT MATERIAL MASTERS

Material	Page(s)
Attachment I - Overall Questionnaire	A-11
Attachment II - Observation Form for Profiles	A-17
Attachment III - Career Development Questionnaire	A-19
Attachment IV - Summary Format	A-20
Attachment V	A-21
Attachment VI	A-22
Attachment VII - Correct Responses	A-24
Attachment VIII - Review of Objectives	A-25
Attachment IX - Checklist for the Elements of an Implementation Outline	A-26
Attachment X - Observation Sheet for Counseling Services	A-27
Attachment XI	A-28
Attachment XII - Checklist for News Release	A-29
Attachment XIII - Scoring Format for Cooperative Agreements	A-30
Attachment XIV - Rural America Series Follow-Up Questionnaire	A-31

ATTACHMENT I

Overall Questionnaire

The questionnaire that is provided at the completion of the workshop requests participants to indicate (1) how well the workshop assisted them in gaining a greater understanding of the concepts presented; (2) the success of materials, procedures, and organization used; and (3) what they liked least and most about the workshop.

The data obtained from the questionnaire can be tabulated and summarized by determining the percentage of participants who responded to each level of the rating for each appropriate question. The data obtained from this questionnaire can be used to reinforce the data collected throughout the workshop.

RURAL AMERICA SERIES

Workshop Questionnaire

Name ______________________ Title ______________________

Institution ______________________ Address ______________________

Telephone ______________________ ______________________

Directions: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to revise workshop materials and to improve the workshop structure.

1. On the left indicate the degree to which the workshop assisted you in gaining the understandings and skills listed below. On the right, for those understandings and skills that you marked as "None" or "Some" provide brief comments as to how the workshop or workshop materials might be improved.

Degree of Workshop Assistance				**Understandings/Skills**	**Comments**
NONE	**SOME**	**MUCH**	**VERY MUCH**		
1	2	3	4	Increase understanding of career development and related student problems.	
1	2	3	4	Develop skills in initial guidance program planning.	
1	2	3	4	Establish a wide base of home-community-school support for career guidance.	
1	2	3	4	Assess career development needs of students.	
1	2	3	4	Translate local data based goals into behavioral objectives.	
1	2	3	4	Formulate program objectives from local goals.	
1	2	3	4	Identify available career guidance resources, e.g., community, state, national.	
1	2	3	4	Establish an effective career guidance resource management system.	

Degree of Workshop Assistance				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Develop guidance program activity options for home, school and community settings.	
1	2	3	4	Increase understanding of counseling strategies and means for planning their implementation.	
1	2	3	4	Increase understanding of placement strategies and programs.	
1	2	3	4	Select or develop staff development techniques appropriate for program implementation.	
1	2	3	4	Select and implement community involvement techniques appropriate for local career guidance program planning.	
1	2	3	4	Evaluate the progress of program planning.	
1	2	3	4	Determine and utilize community attitude/value information for program development.	
1	2	3	4	Assess the effectiveness of a comprehensive career guidance program.	
1	2	3	4	Increase understanding of the ways in which cooperative agreements between the school and business, industry, and labor are implemented.	
1	2	3	4	Increase understanding of the ways in which rural and small schools have used the planning process of the *Rural America Series*.	
1	2	3	4	Increase understanding of how to use the handbooks in the *Rural America Series*.	

2. To what extent were the following materials/procedures successfully used in the workshop. For those materials/procedures that you marked as "Unsuccessful" or "Slightly Successful" provide brief comments as to how they might be improved.

Success				Materials	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
1	2	3	4	Transparencies	
1	2	3	4	Participant Materials	
				Procedures	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Role Playing Sessions	
1	2	3	4	Individual Work Sessions	
1	2	3	4	Large Group Laboratory Sessions	
1	2	3	4	Question and Answer Sessions	

3. The following questions refer to the organization, structure, pacing and facilitating aspects of the workshop. Indicate your response on the left and provide, if appropriate, comments on the right.

Degree of Success				Question	Comments
VERY LITTLE	LITTLE	MUCH	VERY MUCH	To What Extent Was (Were)	
1	2	3	4	Workshop organization logical in terms of the flow of ideas?	
1	2	3	4	Important concepts reinforced?	
1	2	3	4	The mix of activities helpful in maintaining interest?	
1	2	3	4	Enough time provided for beginning to develop your own district plans?	
1	2	3	4	Enough assistance provided by the workshop staff for your individual and small group work?	

4. Were there workshop topics (other than those you've already identified) where the presentation or coverage was either "Too Skimpy" or "Too Heavy"? Please identify the topic(s) and explain your perceptions or provide constructive suggestions for improvement.

"Too Skimpy" Topic(s)?	*Explanation*
(Already identified/not applicable check (✓) ☐)	
"Too Heavy" Topic(s)?	*Explanation*
(Already identified/not applicable check (✓) ☐)	

5. Indicate those aspects of the workshop that you *liked most* and those that you *liked least.*

Liked Most	*Comments*
Liked Least	*Comments*

6. As you begin to develop your local district plans for a comprehensive career guidance program in what areas do you feel you might need assistance?

	Need Assistance?		
	No	**Perhaps**	**Yes**
Organizing your career guidance planning committee	1	2	3
Initial district planning	1	2	3
Goal and subgoal development	1	2	3
Assessment of student career development needs	1	2	3
Determination of district priorities	1	2	3
Behavioral objective development	1	2	3
Program objective development	1	2	3
Resource assessment and management	1	2	3

	Need Assistance?		
	No	Perhaps	Yes
Guidance program plan development	1	2	3
Counseling program development	1	2	3
Placement program development	1	2	3
Staff development	1	2	3
Program evaluation	1	2	3
Cooperative agreement development	1	2	3
Other, please specify			
____________________	1	2	3
____________________	1	2	3

7. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

ATTACHMENT II

Observation Form for Profiles

Each small group was assigned a profile. When the small group leaders report to the total group on the nature of the problem and problem resolution, check whether the points listed below for the appropriate profile were mentioned in some form.

	Was the Idea Mentioned?	
	YES	NO
PROFILE I		
Nature of the Problem		
The opportunities for expansion of occupational awareness of students in rural areas is limited because of geographic isolation and junior high students need assistance in preparing for high school.	☐	☐
Problem Resolution		
Encouraging students to take an active role in planning and participating in family activities.	☐	☐
PROFILE II		
Nature of the Problem		
The attitudes and values of some students are stereotypic and are somewhat resistant to change.	☐	☐
Problem Resolution		
Group counseling activities such as role playing in which participants explore different attitudes and values.	☐	☐
PROFILE III		
Nature of the Problem		
Some students have somewhat limited work habits and limited exposure to various life roles.	☐	☐
Problem Resolution		
Involve senior citizens in school activity to expose students to a variety of life roles.	☐	☐

	Was the Idea Mentioned?	
	YES	NO
PROFILE IV		
Nature of the Problem		
Non-English speaking students often have a lack of self-confidence.	☐	☐
Problem Resolution		
Involving class in self-awareness activity in which students express positive feelings about others.	☐	☐
PROFILE V		
Nature of the Problem		
Boredom of students causes them to turn to drugs.	☐	☐
Problem Resolution		
Teaching students various hobbies by having certain students go around to schools in the district and show their hobbies.	☐	☐

How many of the groups correctly describe both the nature of the problem and the problem resolution in their case studies? ______________

What percentage of the groups is this? ______________

ATTACHMENT III

Career Development Questionnaire

Please take a couple of minutes to respond to the statements below. Indicate on the scale to the left of the statement how much the presentations just given aided in increasing your understanding of the concept. The scale reads from "Very Useful" to "Not Useful."

VERY USEFUL	USEFUL	UNDECIDED	SOMEWHAT USEFUL	NOT USEFUL	
5	4	3	2	1	Some attitudes held by people in the rural areas are different than those held by individuals in urban areas.
5	4	3	2	1	The rural school has a unique set of limitations.
5	4	3	2	1	Students have a variety of career development needs.
5	4	3	2	1	Many groups and individuals have significant influence on the career development of students.
5	4	3	2	1	A variety of environmental factors influence the career development of students.
5	4	3	2	1	Individuals need to know a number of aspects about themselves and their interpersonal relations in order to become fully functioning members of society.
5	4	3	2	1	Individuals need to know or consider a variety of areas prior to planning and making decisions.
5	4	3	2	1	Individuals need to consider numerous aspects about assuming various life roles.

ATTACHMENT IV

Summary Format

The data received from the Career Development Questionnaire will need to be tabulated and summarized. After the average rating is determined, the summary could be displayed as follows:

STATEMENT	AVERAGE RATING
1. Some attitudes held by people in rural areas are different than those held by individuals in urban areas.	3.7
2. The rural school has a unique set of limitations.	4.2
3. Etc.	

The number of statements that attained a 3.5 rating or higher were __________. This is what percentage of the total set of statements __________.

ATTACHMENT V

Check whether the participants were able to provide appropriate input for the following parts of a planning guide that related to initial program planning. (Appropriate input is that which is similar to what is provided in the sample planning guide within the installation guide.)

	INPUT PROVIDED	
	Yes	**No**
1. Program Goal	☐	☐
2. Program Objective(s)	☐	☐
3. Tasks		
a. Description	☐	☐
b. Person(s) Responsible	☐	☐
c. Projected Cost	☐	☐
d. Resources Needed	☐	☐
e. Evaluation	☐	☐
f. Time Frame	☐	☐

ATTACHMENT VI

1. The General Goal Valuation Questionnaire has been administered to 4 students, 6 school staff members, 7 parents, and 6 community members. The sum of their ratings from the general goal valuation questionnaire is as follows.

Goal	Students	School Staff	Parents	Community Members
1	12	29	34	21
2	10	29	34	23
3	17	26	30	22
4	11	27	27	21
5	7	25	19	17
6	10	26	28	16

Using this data, complete the following chart.

"Means from the General Goals Questionnaire"

Goal	Students	School Staff	Parents	Community Members
1				
2				
3				
4				
5				
6				

2. The populations were all given an equal weight of one and the sum of the products or goal value across the populations is as follows.

Goal	Sum of Products (Goal Value)
1	16.2
2	16.0
3	16.6
4	14.8
5	11.4
6	13.6

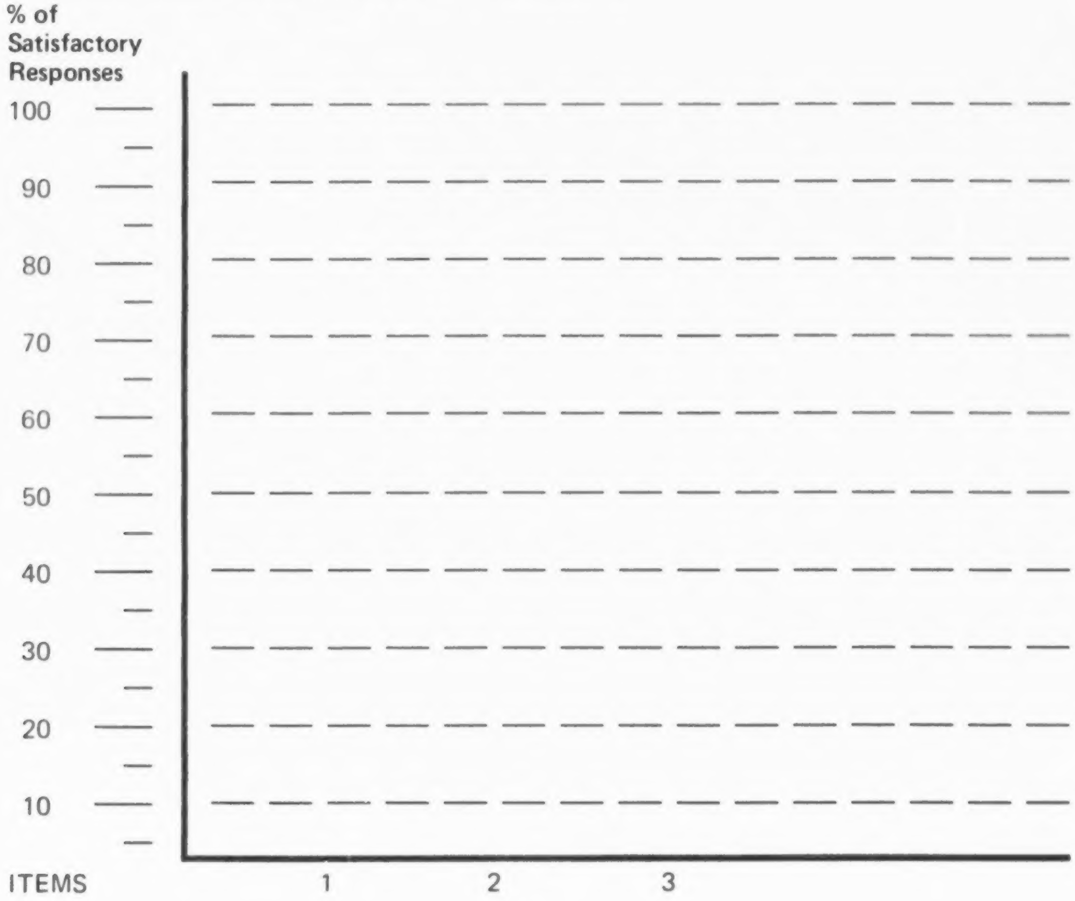
With this information, complete the list of Ranked Values for Goals.

GENERAL GOALS		
Rank	**Goal No.**	**Value**
1		
2		
3		
4		
5		
6		

3. The subgoals have been ranked and the Student Career Development Performance Questionnaire administered to 20 students. The number of respondents who came up with the correct answers for the first three items are:

Item	Number of Correct Responses
1	15
2	16
3	11

With this information, construct an achievement chart.



ATTACHMENT VII

Correct Responses

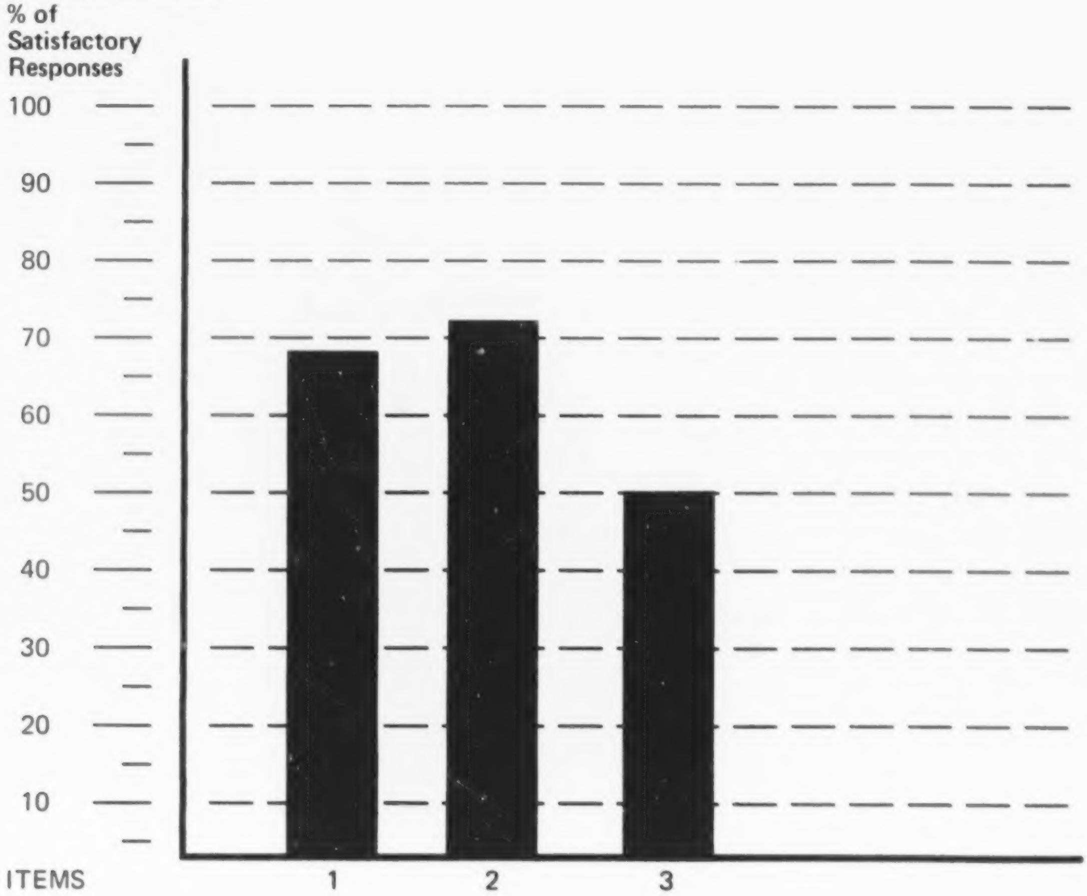
1. "Means from the General Goals Questionnaire"

Goal	Students	School Staff	Parents	Community Members
1	3.0	4.8	4.9	3.5
2	2.5	4.8	4.9	3.8
3	4.3	4.4	4.3	3.6
4	2.8	4.5	3.9	3.5
5	1.8	4.1	2.7	2.8
6	2.5	4.4	4.0	2.7

2. "List of Ranked Values for Goals"

GENERAL GOAL		
Rank	Goal No.	Value
1	3	16.6
2	1	16.2
3	2	16.0
4	4	14.8
5	6	13.6
6	5	11.4

3. Achievement Chart



ATTACHMENT VIII

Review of Objectives

Objectives	Relates to Goal	Contains Actor	Contains Behavior	Contains Condition	Contains Degree of Success
1	☐	☐	☐	☐	☐
2	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐
4	☐	☐	☐	☐	☐
5	☐	☐	☐	☐	☐
6	☐	☐	☐	☐	☐
7	☐	☐	☐	☐	☐
8	☐	☐	☐	☐	☐
9	☐	☐	☐	☐	☐
10	☐	☐	☐	☐	☐
11	☐	☐	☐	☐	☐
12	☐	☐	☐	☐	☐
13	☐	☐	☐	☐	☐
14	☐	☐	☐	☐	☐
15	☐	☐	☐	☐	☐
16	☐	☐	☐	☐	☐
17	☐	☐	☐	☐	☐
18	☐	☐	☐	☐	☐
19	☐	☐	☐	☐	☐
20	☐	☐	☐	☐	☐
21	☐	☐	☐	☐	☐
22	☐	☐	☐	☐	☐
23	☐	☐	☐	☐	☐
24	☐	☐	☐	☐	☐
25	☐	☐	☐	☐	☐
26	☐	☐	☐	☐	☐
27	☐	☐	☐	☐	☐
28	☐	☐	☐	☐	☐

ATTACHMENT IX

Checklist for the Elements of an Implementation Outline

Element	Was It Evident in the Outline for Group									
	One		Two		Three		Four		Five	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Title of Activity	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Brief Description of Activity	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Career Development Goal – The career development goal or subgoal that the activity addresses was provided.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Subgoal(s) – The subgoal that the activity addresses was provided.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Behavioral Objective(s) – For each activity goal, objectives were written in behavioral terms.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Time Considerations – The length of time needed for the activity was indicated.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Prerequisite Learnings – The knowledge the students should have prior to the activity was indicated.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher/Counselor Activities – What the teacher/counselor needs to do to conduct the program was described.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Student Activities – What the students need to do as a part of the activity was described.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Resources – The resources needed to conduct the activity were listed.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Evaluation – How student achievement will be measured was described in this section.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ATTACHMENT X

Observation Sheet for Counseling Services

COUNSELING SERVICES	ARE THE STEPS APPROPRIATE	
	Yes	No
A. Individual Inventory Service Steps		
1.	☐	☐
2.	☐	☐
3.	☐	☐
B. Counseling Interview Service Steps		
1.	☐	☐
2.	☐	☐
3.	☐	☐
C. Information Service Steps		
1.	☐	☐
2.	☐	☐
3.	☐	☐
D. Coordinator and Referral Service Steps		
1.	☐	☐
2.	☐	☐
3.	☐	☐
E. Follow-Up Service Steps		
1.	☐	☐
2.	☐	☐
3.	☐	☐

ATTACHMENT XI

In the right hand column indicate how much you agree with the statement to the left. The scale for responding ranges from Strongly Agree (5) to Strongly Disagree (1).

STATEMENT	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. The staff for a career guidance and counseling program should not be limited to teachers and counselors but should include administrators, non-professional staff, students, parents, and other community members.	5	4	3	2	1
2. The competencies for a career guidance and counseling program staff should be expanded to include such areas as planning, assessment, and evaluation.	5	4	3	2	1
3. Staff should be provided a variety of inservice activities because not everyone's needs are met through the same type of activity.	5	4	3	2	1
4. Workshops should contain a variety of techniques so that many learning styles can be included.	5	4	3	2	1
5. A career guidance and counseling program cannot be effective without a staff development component.	5	4	3	2	1

ATTACHMENT XII

Checklist for News Release

Element	Was It Evident in the News Release for Group									
	One		Two		Three		Four		Five	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. Who is involved in the activity.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. What the activity is and what aspect of the program it relates to.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. When the activity is to take (or took) place.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Where the activity is to take (or took) place.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Why the activity is taking (or took) place.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. How the activity will be (was) conducted.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

ATTACHMENT XIII

Scoring Format for Cooperative Agreements

CRITERIA	STANDARD	
Clearcut Statement of Need	10 points	
Justification of Cooperative Agreement	10 points	20 points
OBJECTIVES		
Behaviorally Stated	10 points	
Meaningful and Important	5 points	
Related to Need	5 points	20 points
LINKAGES/PARTICIPANTS		
Who Is Involved (school and community)	10 points	
Responsibilities Defined	10 points	20 points
SCHEDULING		
(Dates, times, relationship to curriculum)	15 points	15 points
FINANCIAL PROVISIONS		
Pay	5 points	
Equipment Usage	5 points	
Insurance (hazards)	5 points	15 points
EVALUATION		
Monitoring Provisions	5 points	
Impact Assessment	5 points	10 points
TOTAL		100 points

ATTACHMENT XIV

RURAL AMERICA SERIES

Follow-Up Questionnaire

Directions: Please fill in your name, institution, and other information requested below. The directions for responding are given with each specific question in the questionnaire. Your responses will be used to plan future inservice/training and other types of assistance you may desire.

Name ______________________ Title ______________________

Institution ______________________

Address ______________________

______________________ Zip Code ____________ Telephone ______________

1. Were you able to implement an activity/idea that you obtained from the rural career guidance workshop?

   ☐ NO (go to No. 5) ☐ YES (please describe below)

2. How helpful was the workshop to you in terms of conceptualizing and implementing career guidance activities or ideas?

   Conceptualizing

   ☐ Not Helpful ☐ Somewhat Helpful ☐ Very Helpful

   Implementing

   ☐ Not Helpful ☐ Somewhat Helpful ☐ Very Helpful

   Comments:

3. How successful was the idea or activity you implemented?

   ☐ Not Successful ☐ Somewhat Successful ☐ Very Successful

   Comments:

4. Did you encounter any problems in implementing the activity/idea?

☐ NO ☐ YES (If yes, describe below)

Comments:

5. What were your reasons (e.g., time constraints, lack of interest, lack of community support) for not implementing an activity/idea from the workshop? (Briefly describe below.)

6. Have you referred back to handbooks in the *Rural America Series?*

☐ Not At All ☐ Sometimes ☐ Extensively

Comments:

7. With the passage of time what is your overall perspective regarding the utility of the *Rural America Series* and the workshop?

Rural America Series

☐ Not Useful ☐ Somewhat Useful ☐ Very Useful

Workshop

☐ Not Useful ☐ Somewhat Useful ☐ Very Useful

8. On the left indicate the degree of interest you have in the implementation of the career guidance programs listed on the following page. On the right indicate the extent to which you need further assistance or training for the specific listed item.

Interest in Implementation				Career Guidance Activity	Need for Assistance			
NONE	SOME	MUCH	VERY MUCH		NONE	SOME	MUCH	VERY MUCH
1	2	3	4	Organizing a district-wide planning committee	1	2	3	4
1	2	3	4	Initial district planning	1	2	3	4
1	2	3	4	Goal/objective development	1	2	3	4
1	2	3	4	Assessing district and student needs	1	2	3	4
1	2	3	4	Determining district priorities	1	2	3	4
1	2	3	4	Assessing and managing resources	1	2	3	4
1	2	3	4	Guidance programs and materials	1	2	3	4
1	2	3	4	Individual counseling strategies and materials	1	2	3	4
1	2	3	4	Group counseling strategies and materials	1	2	3	4
1	2	3	4	Community involvement programs	1	2	3	4
1	2	3	4	Parent involvement programs	1	2	3	4
1	2	3	4	Classroom-based guidance programs	1	2	3	4
1	2	3	4	Placement programs	1	2	3	4
1	2	3	4	Developing an overall guidance plan	1	2	3	4
1	2	3	4	Developing inservice programs	1	2	3	4
1	2	3	4	Evaluating programs	1	2	3	4
1	2	3	4	Developing cooperative agreements	1	2	3	4
1	2	3	4	Other, please specify	1	2	3	4

9. If the state department of education, counselor education institutions, outside consultants, or others were to provide increased services as listed below what would be your order of priority for the five services. (Use the numbers 1-5 only one time each with 1 being the highest priority and 5 being the lowest.)

Priority	**Service**
________	• Special focus regional workshops, e.g., placement, needs assessment
________	• Statewide seminars on major issues
________	• Development of monographs for specialized needs
________	• Newsletters
________	• Extended development (materials/activities) focused workshops

10. Please provide any suggestions or comments you have.

Thanks for your help.

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

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National Center Publications
The Ohio State University
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(614) 486-3655